# DOCUMENT RESUME

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**Resources in Education (RIE). Volume 15, Number 9.**

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Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 80

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Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

**EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Abstracts, Education, *Indexes

Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

CE

ED 185 250 CE 024 137

*Abramson, Theodore*

**Job and Task Analysis in the Evaluation of Vocational Education Programs. Special Interest Paper No. 19.**

City Univ. of New York, N.Y. Center for Advanced Study in Education.; City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency-New York State Education Dept., Albany. Office of Occupational and Continuing Education.
Pub Date-May 79
Note-15p.; Parts of this document will not reproduce well due to small print size.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Cost Effectiveness, Educational Objectives, *Evaluation Criteria, Federal Legislation, Federal Programs, *Job Analysis, Management Information Systems, Occupational Information, Postsecondary Education, Program Effectiveness, *Program Evaluation, Relevance (Education), *Secondary Education, Student Evaluation, *Task Analysis, *Vocational Education
Identifiers-United States, Vocational Education Act 1963

Vocational education is a major component of our educational systems at the secondary and postsecondary school level. The passage of the Vocational Education Act of 1963 broadened the definition of vocational education from training people for specific occupations to developing human potential and long-term employability. However, due to the impact of industry and labor on vocational education legislation, most vocational programs tend to be related to specific jobs and job titles. It is important to identify the components of a specific job and each component's importance as well as evaluate the relevance of current vocational programs. Job analysis serves this dual function. The crucial step in job analysis is task analysis (a list of tasks that constitute the steps to performing a job). Since 1973, the United States Department of Defense has used the Comprehensive Occupational Data Analysis Program (CODAP) computerized system to organize, analyze, and report occupational information. Many of the methods and procedures used in the CODAP have been adapted in the development of the Vocational and Technical Education Consortium of the States (VTECS). Job and task analysis, particularly the capabilities of computerized systems, have implications for vocational program planning and evaluation. For example, task analysis may serve as a basis for curriculum planning and criterion-referenced student performance measures. Also, the task analysis approach for vocational education evaluation provides outcome measures to examine program cost-benefits. (EM)

ED 185 268 CE 024 478

*Nickovich, Marti Kreps, Alice Roelofs*

**Community Living Skills Guide: Additional Activities for Nutrition, Cooking, Homemaking, and Family Living.**

Metropolitan State Coll., Denver, Colo.

Note-11p.; For related documents see CE 024 470-488 and CE 024 490-493.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Adult Education, Behavioral Objectives, Class Activities, *Cooking Instruction, Daily Living Skills, *Developmental Disabilities, Family Life, Foods Instruction, *Home Economics Skills, Homemaking Skills, Individualized Instruction, Institutionalized Persons, Learning Activities, *Normalization (Handicapped), Nutrition, *Nutrition Instruction, Rehabilitation, Residential Programs, *Safety

Identifiers-College for Living, Metropolitan State College CO

These activities are intended to supplement materials for three courses available in the Community Living Skills Guide for the College for Living series: Cooking/Food Preparation (CE 024 475), Homemaking and Family Living (CE 024 477), and Nutrition (CE 024 484). These courses for developmentally disabled adults are intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. Objectives and activities are provided for these six topics: table manners, preparing for small groups, preparing for large groups, attractive surroundings, clean-up: before and after the fact, and safety. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

with test questions. Anwers to the test questions are appended along with a glossary of terms and 150 transparency masters. (A supplementary set of 35mm color slides is also available see availability note.) (LRA)

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ED 185 288 CE 024 545

**Power Trains. FOS: Fundamentals of Service.**
John Deere Co., Moline, Ill.
Pub Date-79
Note-399p.; For related documents see CE 024 540-544 and CE 024 546, CE 024 797-798, and CE 025 209-214.
Available from-John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave., Moline, IL 61265 (manual, Order No. FOS-4004B, $6.50; 10 or more $4.88 each; masters, Order No. FOS-40, $15.75; supplementary slide set $70.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Non-Print Media (100)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Agricultural Education, Agricultural Engineering, Auto Mechanics, Equipment Maintenance, Postsecondary Education, *Power Technology, Secondary Education, *Tractors, *Vocational Education
Identifiers-*Power Trains

This power trains manual is one of a series of power mechanics for training in the servicing of transmissions, etc., on farm and industrial machines. Materials provide basic information and illustrations for use by vocational students and teachers as well as shop servicemen and laymen. The ten chapters focus on (1) Power Trains: How They Work; (2) Clutches; (3) Mechanical Transmissions; (4) Hydraulic Assist Transmissions; (5) Hydrostatic Drives; (6) Torque Converters; (7) Differentials; (8) Final Drives; (9) Power Take-Offs; and (10) Special Drives. Each chapter concludes with test questions. Answers to the test questions are appended along with a glossary of terms and 130 transparency masters. (A supplementary set of 35mm color slides is also available see availability note.) (LRA)

ED 185 347 CE 024 837

*Sommers, Dixie*

**Empirical Evidence on Occupational Mobility. Interim Report. Information Series No. 193.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-OB-NIE-G-78-0211
Note-118p.; For related documents see CE 024 679-681.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($7.25).
Pub Type- Information Analyses (070) - Reports - Research (143)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Career Change, *Career Development, Career Education, Classification, *Employee Attitudes, Employment Experience, Family Characteristics, *Individual Characteristics, Job Satisfaction, Labor Economics, Labor Market, *Occupational Information, *Occupational Mobility, Occupational Surveys, Occupations, Psychological Characteristics, Research Reports, Social Mobility, Social Status, Transfer of Training, Vocational Adjustment, *Work Attitudes

Intended for researchers and policy developers in education and labor market economics, this study reviews, evaluates, and summarizes available information concerning the characteristics of occupationally mobile workers and their jobs. Chapter 1 presents basic concepts and definitions, a review of problems in empirical measurement of mobility, and a brief discussion of problems of occupational classification. Chapter 2 provides brief overviews of several labor market theories, suggests their implications for occupational mobility, and presents a review of empirical mobility studies related to labor market theories. Using the same format, chapter 3 deals with sociological theories and evidence, while chapter 4 deals with theories from vocational psychology and related evidence. Chapter 5 overviews and summarizes the empirical literature and suggests directions for future research. Appendix 1 provides an annotated bibliography of the empirical studies reviewed, including this information for each study: thesis, data, methods, results, and limitations. Appendix 2 provides technical information on the major data sources used in the empirical studies with this information provided: primary source, description, and limitations. (Appendixes comprise over one-half of the document. The table of contents may be used as a cross-reference to surveys cited.) (Author/YLB)

Identifiers-American Vocational Association

Vocational education's primary goal to prepare people for work underscores the vital role the discipline can play in upgrading the employability of disadvantaged youth. Those who have received vocational training are more likely to stay in school and receive higher salaries than other workers with comparable education at every level from high school through two years of college. Moreover, students are better able to plan and make mature career choices because their intrinsic needs of competence, integrity, and pride are provided for as integral parts of vocational programs. This type of education is particularly appropriate for the disadvantaged since it is goal oriented, provides self-identity, is action oriented, builds confidence, provides adult role modeling opportunities, and provides tangible forms of success. Vocational programs are oriented toward four goals which benefit alienated disadvantaged youths since they (1) connect school and work over time; (2) provide skill training in occupational areas for which the demand exists; (3) meet individual needs through specifically tailored programs; and (4) develop, conduct, and administer programs in cooperation with other education and community agencies. Currently there is a problem of accessibility to vocational programs for disadvantaged youth since facilities and other resources are scarce when compared to the number of potential users. The intent of the new Youth Initiative is to pull all services together for disadvantaged youth; vocational education can play a central role in this effort. (MEK)

Certified Public Accountants, *Cost Effectiveness, *Decision Making, Dentists, Doctoral Dissertations, Lawyers, Literature Reviews, Nurses, Nursing Homes, Optometrists, Periodicals, Pharmacists, Physicians, *Professional Continuing Education, Professional Development, Professional Personnel, Publishing Industry, Real Estate Occupations, *Scholarly Journals, Social Workers, Surveys, Veterinarians

A study determined what business administration considerations were elements in the managerial decision making process to include structured continuing education in a professional journal and what the positive or negative results have been in terms of operating benefits and profits. An initial literature review showed the need for exploratory study to establish baseline data. This first stage of the research used a questionnaire to collect data on 136 publications servicing eleven professions: certified public accountants, dentists, lawyers, nurses, nursing home administrators, optometrists, pharmacists, physicians, real estate personnel, social workers, and veterinarians. Fifty publications reported currently having a regular structured continuing education feature; ten stated they had definite plans to begin one. A second stage of the research involved case studies of a representative publication in each professional category. Eight publications reported that structured continuing education as a marketable feature had provided a positive economic impact. Two rejected it because only a small percentage of their readership had mandatory continuing education requirements. Data analysis findings indicated (1) a good-to-excellent market potential for structured continuing education in professional journals, (2) publisher expectation that participating readers pay special fees to cover costs, and (3) the occurence of direct (income) and indirect (increased advertising and circulation) benefits. (YLB) with developing skills to help eliminate sex-role stereotyping within the school setting. (See Note about other modules.) The module helps workshop participants (1) become aware of federal guidelines and legislation regarding sex discrimination in schools, (2) gain information about changes which can be made in daily classroom organization in order to eliminate sexist teaching techniques, (3) develop special activities and materials which can be utilized in the classroom and in the counseling setting to counteract sex-role stereotyping, and (4) gain facility in interpersonal skills which can assist them in eliminating sex-role stereotyping. Workshop facilitators are provided with instructional guidelines, participant activities and supplemental reading materials. Examples of the ten participant activities include Overview of Title IX,'' Planning for Change,'' and Simulation in Sexism.'' Each suggested activity is presented in this format: reference to objective, awareness level, purpose, logistics, materials, time required, and process (and variations). It is recommended that at least two activities be chosen to treat each module objective. An appendix contains seven readings and one facilitator reference to support specific activities. (YLB)

ED 185 443 CG 014 285

*Blazer, Dan*

**Life Events, Mental Health Functioning and the Use of Health Care Services by the Elderly.**

Pub Date-27 Nov 79
Note-26p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Behavior Patterns, *Health Services, *Life Style, Mental Disorders, *Mental Health, *Older Adults, *Physical Health, Quality of Life, Questionnaires, Research Projects, Risk
Identifiers-*Schedule of Recent Events

The association of life events and mental health impairment in a community population of older adults (N 986) was investigated. Data, collected in 1972 and analyzed during 1979, examined the relationship between the two variables while controlling for age, sex, race, social resources (a measure of social support), economic resources, and physical health. Subjects completed a questionnaire which included a modified form of the Duke-OARS Multidimensional Functional Assessment Questionnaire and an abbreviated version of the Holmes and Rahe Schedule of Recent Events. Findings indicated that increased life events were associated with health seeking behavior even when physical and mental health functioning were controlled. The associations between increased life events and both mental health functioning and health seeking behavior were small, suggesting that life events, as measured by the modified Schedule of Recent Events, were not important risk factors for elderly living in the community. (Author) services are poorly coordinated; adequate records are not being maintained to document services provided. The services most often provided, i.e., information/referral, adult activities, medical treatment, transportation and staff development, are primarily of an indirect nature; most direct services are provided by nursing homes. Major obstacles to service are lack of resources, negative attitudes, and lack of training. Adequate transportation and housing are identified as the greatest unmet needs of the AADD persons. Even if provided adequate funding, most agencies would do nothing new in terms of service delivery. (Author/HLM)

offenders which indicate that recidivism rates may vary in proportion to the degree to which these offenders have penetrated the juvenile justice system suggest a positive correlation between degree of system penetration and magnitude of recidivism rates. Some findings also indicate that there is a relationship between type of first offense and type of subsequent offense. Overall, the evidence suggests that systematic research is needed to investigate basic differences between the two offender types and the effect of juvenile justice system processes on them. (CC) agency, which is another way of manipulating audience response. What this evidence indicates is that syntactic rules exist because they favor certain descriptions of the world over others; thus, any attempt to construct a grammar based on case'' relations as somehow inherent in the construction of sentences is not only doomed to failure but abdicates the responsibility of discovering how sentences come to be produced and interpreted. (RL) for the variety of approaches that teachers of courses in Shakespeare might use. Entries in the first part of the book deal with teaching Shakespeare in secondary schools and in college, teaching Shakespeare as performance, and teaching Shakespeare with other authors. Entries in the second part deal with criticism of Shakespearean films. Discussions of the filming of Shakespeare and of teaching Shakespeare on film are followed by discussions of 26 feature films and then by entries dealing with Shakespearean performances on television. The third part of the book constitutes a guide to available media resources for the classroom. Entries are arranged in three categories: Shakespeare's life and times, Shakespeare's theater, and Shakespeare's plays. Each category lists filmstrips, films, audio-cassette tapes, and transparencies. The general format of these entries gives the title, number of parts, grade level, number of frames or running time, whether color or black and white, producer, year of production, distributor, titles of parts, a brief description of content, and reviews. A directory of producers, distributors, and rental sources is also provided in the book. (FL)

element in the college curriculum, this journal issue presents eight articles that provide information for use by technical writing instructors. The first article surveys resources and strategies currently available, while the second article reflects upon some of the adjustments and transitions the new teacher of technical writing must face. The third article focuses on the persuasive purpose of technical communication. The fourth considers the dimensions of time and space in technical writing and indicates that technical writing can provide the communication arts with a virtually complete set of formulas for achieving form in functional discourse. The fifth and sixth articles focus on visual perception and emphasize the importance of visual aids, while the seventh article discusses curriculum development and provides suggestions for structuring a technical communication program. The final article treats the subject of the consultant's teaching of technical writing and analyzes what is right and wrong with teaching in the industrial setting. (FL)

student presentations were included in the vast majority of the teacher training programs. On the other hand, discussions on lecture methods, lesson plans, learning models, and experiential methods were included in only one-third to two-fifths of all orientation courses. Although 41.1% considered their programs as adequate, slightly more than one-half the TAs did not feel sufficiently trained for their emerging roles as teachers. (RL)

available for programs leading to Ministry of Education specialist or other certificates through student grants of $235.00 per FTE. As enrollment in preservice programs declines, it is significant that 12 students in one certificate course are necessary to offset a loss of one student in the preservice program. Serious money and student shortages now face colleges and faculties of education. They are attempting to replace the loss of preservice students by concentrating on graduate and continuing education, but the shift will not be easy. (Author/JM) concepts of order, comparing handicapped and normal, creative growth, adult stroke patients, and observations. A glossary concludes the document. Sample free hand drawings are offered. (SBH)

The relationship between student, course, and instructor characteristics and the ratings 283 hearing impaired students gave their instructors and courses at the National Technical Institute for the Deaf were examined. A previously field tested instrument containing 30 items divided into five subscales (practical gain, teacher personality, difficulty, teacher skill, and personal gain) and an overall dimension was administered to each S. Results indicated that lower faculty rank, smaller class size, greater student effort, and higher expected grades were each associated with more positive overall ratings of courses. Results were consistent with findings reported for hearing counterparts. (CL)

ED 185 309 CE 024 647

**Women's Educational Equity Act. Fourth Annual Report, Fiscal Year 1979: October 1, 1978 to September 30, 1979.**

Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-79

Note-96p.; For related documents see ED 143 935, ED 152 111, and ED 163 134.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Annual Reports, Contracts, *Equal Education, *Equal Opportunities (Jobs), *Equal Protection, *Federal Legislation, Females, Financial Support, Grants, Program Development, Sex Discrimination, Sex Fairness, *Special Programs, *Womens Education

Identifiers-*Womens Educational Equity Act

This report contains the following information in regard to the Women's Educational Equity Act: a brief description of the original and reauthorizing legislation, analysis of grant applications received and funded in the 1979 fiscal year, summaries of grant and contract awards for the fiscal year, and identification of products developed under project funding to be disseminated. Data presented in the statistical summaries of program efforts for fiscal 1979 include an analysis of applications received and grants awarded in terms of distribution by HEW region, levels of education, type of applicant, major target groups, special population groups, type of grant activity, and special academic areas. The summary of grant and contract awards for the fiscal year reflects the Act's support of a broad range of activities that target areas of education which perpetuate sex bias toward the purpose of providing educational equity for women. Information provided in the descriptions of grants and contracts awarded includes title, institution, grant amount, duration, director, and brief description with objectives. A list of publications developed under the Act's contracts is also included. (YLB)

unique set of problems and needs. Learners and their parents are convinced of the value of experiential education; employers/sponsors are also, as long as organizational efficiency and productivity are not compromised; and school administrators are interested in experiential education as a means of addressing building problems and community expectations. (Author/MEK)

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## ED 185 327 CE 024 782

*Mitchell, John J. And Others*
**Implementing Welfare-Employment Programs: An Institutional Analysis of the Work Incentive (WIN) Program.**
Urban Inst., Washington, D.C.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Research and Development.
Report NO.-DOL-R&D-Monogr-78
Pub Date-80
Note-369p.; Small type in figures will not reproduce well.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type- Reports - Evaluative (142) - Reports - Research (143) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC15 Plus Postage.**
Descriptors-Administrative Organization, Delivery Systems, Demography, *Employment Programs, Environmental Influences, Institutional Characteristics, Institutional Environment, Institutional Evaluation, Institutional Research, Labor Market, Organizational Climate, Organizational Effectiveness, *Performance Factors, *Program Administration, *Program Effectiveness, Program Improvement, Socioeconomic Influences, *Welfare Services
Identifiers-State Local Relationship, *Work Incentive Program

Factors that influence the effectiveness of state and local units of the federal Work Incentive (WIN) program were examined to suggest ways to improve the program, which is designed to move recipients of Aid to Families with Dependent Children (AFDC) into productive jobs. Factors studied were organizational, managerial, and service delivery characteristics and also environmental factors, such as demographic and labor market conditions. Data collected over a two-year period from field research in forty-three local sites and ten states were analyzed to compare high and low performing programs. The main performance measures identified were number of job entries per staff, average job entry wage, retention rate, and average monthly welfare grant reduction. Socioeconomic environment was found to significantly influence performance levels while political-bureaucratic environment was not shown to be associated with variations in performance. High performing state programs were managed differently than low performers, and high performing local units differ systematically from low performing units in the way they were managed and delivered services to clients. Organizational structure of state programs appeared less important than other factors, but local characteristics were extensively shaped by those at the state level on such issues as program priorities, management behavior, and attitudes toward CETA. Recommendations are presented under the following topics: differentiating high from low performing programs, managerial recommendations, changes in service delivery methods or emphases, and elements of a structured performance improvement program. (JT)

ED 185 384 CE 024 979

*Zernich, Theodore, Ed.*
**Careers in the Visual Arts: Options, Training, and Employment. Monograph No. 3.**
National Art Education Association, Reston, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-300-78-0411
Note-62p.; For related documents see CE 024 977-980.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Art Education, Artists, *Career Awareness, *Career Education, Careers, Employment, Employment Opportunities, *Occupational Information, Occupations, *Visual Arts
Identifiers-National Art Education Association

The purpose of this monograph is to provide students, teachers, counselors, and parents with a broad overview of career opportunities available in the visual arts. The monograph is organized into four broad occupational areas: designers, studio artists, educators, and technical artists. Included under each heading is information regarding the character of employment, places of employment, training requirements, and occupational outlook. In additlon to identifying the various arts occupational areas, the monograph lists the names of national organizations to consult for more detailed information on specific occupational areas. Three appendixes provide short job activity descriptions for a select number of careers in each visual arts career category and identify a number of postsecondary education institutions where a student may receive formal training. (LRA)

ED 185 511 CS 005 374

*Meyer, Bonnie J. F.*

**Signaling in Text and Its Interaction with Reader Strategies.**

Arizona State Univ., Tempe.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Apr 80
Grant-NIMH/ROI-MH-31520-01
Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Research (143) - Information Analyses (070) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Content Area Reading, *Context Clues, Discourse Analysis, *Organization, *Reading Comprehension, *Reading Skills, *Surface Structure
Identifiers-*Reading Strategies, *Schemata

Research has identified three reading strategies that are affected in various ways by signaling the emphasis of superordinate relationships in text. Using a structure strategy, readers follow the text's superordinate relations to focus on the text's message and how it relates to supportive details. Readers who use the detail/list strategy focus on learning facts; they develop a flat, list-like structure instead of developing hierarchical structures of interrelationships among major text propositions. In contrast to these two systematic strategies, the default/list strategy represents no systematic plan. The type of signaling studied in relation to these three strategies explicitly cued superordinate text structures. Such explicit signaling promoted a switch from the detail/list to the structure strategy; thus, it dramatically affected protocol organization and types of information recalled. Explicit signaling also facilitated the substitution of the structure strategy for the default/list strategy, increasing recall in those readers making the switch. It did not appear to influence readers who already were using the structure strategy. (RL)

ED 185 533 CS 005 406

*Miller, James R. Kintsch, Walter*
**Recall and Readability of Short Prose Passages.**
Pub Date-Apr 80
Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Cognitive Processes, *Comprehension, *Discourse Analysis, Interaction, Linguistics, Models, *Readability, Reading Research, *Recall (Psychology)

This paper advocates the view of readability as an interaction between text structure and the cognitive processes and structures possessed by a reader. A simulation model of prose comprehension that yields predictions of both propositional recall and text readability based on the frequencies of different processing events is discussed. The paper notes that the model is being extended to include the knowledge based aspects of comprehension, including the representation of text-relevant world knowledge and top-down processes that observe the constraints established in a text as a result of the interaction between a text and a reader's knowledge. Experiments that examine the kinds of expectations which are made during reading and the factors that determine the content and specificity of these expectations are reported. The early stages of a simulation model that integrates knowledge structures with top-down and bottom-up processes are also described. (Author/FL) standard metropolitan statistical areas (SMSAs) attempted to determine if changes in selected economic indicators were correlated with changes in teacher salaries. Researchers looked at changes in consumer price indices, per capita personal income, and average beginning teachers' salaries in 335 school districts. In addition, a questionnaire was sent to superintendents in the sample districts. The findings of the study do not support significant causal relationships between changes in the cost of living or changes in local income and changes in metropolitan teachers' salaries. The evidence reported is consistent with two conclusions. First, changes in teachers' salaries in referent districts have a greater impact on changes in teachers' salaries in metropolitan districts than either changes in the cost of living or changes in the incomes of local populations. Second, changes in the amount of discretionary funds available to metropolitan districts have a greater impact on changes in teachers' salaries than either changes in the cost of living or changes in local incomes. Also of interest is that per capita personal incomes in the sample SMSAs increased much more than average beginning salaries for teachers. (Author/JM)

ED 185 688 EA 012 633

Kerensky, Vasil M. Logsdon, James D.

**A New Foundation: Perspectives on Community Education.**

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Oct 79

Contract-P00-78-0618

Note-78p.

Pub Type- Reports - Descriptive (141) - Collected Works - General (020) - Opinion Papers (120)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Case Studies, *Community Colleges, *Community Education, *Community Recreation Programs, Disabilities, Elementary Secondary Education, *Lifelong Learning, Older Adults, Postsecondary Education, *School Role, *State Departments of Education

Identifiers-*Clackamas Community College OR

In 1976-77, the U.S. Office of Education funded a series of investigations of community education by various organizations. These studies were designed to provide perspectives on community education that were prepared by groups essential to the community education process. This publication introduces the concept of community education as a new foundation for education, provides historical and societal perspectives, and then presents summaries of the reports made by the various organizations. Some of the subjects covered in the summaries include: the role of state educational agencies, the role of the state board of education, community education and school administrators, community education in junior colleges, a guide for the hearing impaired, involvement of older people, and the role of parks and recreation services. The appendix offers four case studies of community education. (Author/LD)

ED 185 709 EC 123 419

*Tucker, James A. And Others*

**Implementing Childfind/Serve: A Resource Handbook for Educators.**

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-79

Contract-300-78-0023

Note-125p.; Title pages of each monograph and section will reproduce poorly due to color of original.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Reference Materials (130)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Advertising, Agency Cooperation, Annotated Bibliographies, Coordination, *Disabilities, Educational Legislation, Guidelines, *Identification, Program Design, *Program Development, Program Evaluation

Identifiers-*Child Find

Designed as a resource for all educational personnel involved with Child Find/Serve activities, the manual contains three sections which may be used independently or as a group to provide an overview of the Child Find/Serve process. The first section is an activity based handbook developed to assist in the evaluation of existing and beginning programs. Guidelines and suggested strategies are presented to help local, intermediate, and state education agencies in the identification, appraisal, and educational services of handicapped children (to age 21). The second section contains five monographs on the following topics: (1) changes in Child Find as a result of P.L. 94-142 (the Education for All Handicapped Children Act), (2) child tracking systems, (3) interagency coordination of Child Find efforts, (4) direction service, and (5) the role of an advertising/public relations firm in Child Find. The third section is an annotated bibliography of publications covering aspects of the Child Find/Serve program. (PHR)

ED 185 730 EC 123 540

*Lane, Patrick R. And Others*

**The Effectiveness of Special Education Classes: A Follow Up Study in a Community Mental Health Center.**

Maimonides Mental Health Center, Brooklyn, N.Y.

Pub Date- 78

Note-9p.; Last page has faint print and may not reproduce well.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Emotional Disturbances, Family Status, Parent Influence, *Program Effectiveness, Psychotherapy, Siblings, Socioeconomic Status, *Special Classes, Student Attitudes

The effectiveness of special class placement was studied in 33 emotionally disturbed children (ages 8 to 19 years) attending an outpatient psychiatric clinic. It was found, among other things, that there was a positive relationship between success in a special class, and socioeconomic status, intactness of family, and absence of pychopathology in siblings. It was also found that the earlier the S was placed in a special class, the better chance he or she had for improvement, both academically and emotionally. Ss whose parents were receiving treatment for psychological problems also tended to fare better in special classes than those whose parents were not in therapy. A final contributing element in appraising the efficacy of the special classes was the Ss' evaluation and perception of the learning environment; progress in learning was shown to be correlated with feelings of acceptance of the learning environment. (DLS)

ED 185 752 EC 123 907

*Algozzine, Bob*
**The Disturbing Child: A Validation Report.**
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report NO.-IRLD-RR-8
Pub Date-Jun 79
Contract-300-77-0491
Note-28p.; See also EC 123 901-925.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Behavior Patterns, *Behavior Problems, *Check Lists, Ecology, *Emotional Disturbances, *Learning Disabilities, *Teacher Attitudes

Two versions of the Disturbing Behavior Checklist (DBC), an indicator of the relative disturbingness of behaviors characteristic of mildly handicapped (emotionally disturbed and learning disabled) students were field tested with 250 and 150 university students, teachers, supervisors, and school psychologists. Both checklists were relatively reliable. In light of ecological theory which suggests that disturbance may result from an interaction between a child's behavior and reactions to that behavior within an ecosystem, use of the checklist to match teachers and children may be helpful. (CL)

ED 185 775 EC 123 950

*Yarmel, Rose*

**A Documentation of the Bridge Youth Advocacy Program.**

Bridge Youth Services Center, Wilkes-Barre, Pa.
Pub Date-28 Dec 79
Note-25p.; The project was initiated and completed under the auspices of the Child Welfare Resource Information Exchange.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Adolescents, *Agency Cooperation, *Child Advocacy, Community Information Services, *Community Programs, *Delinquency, Program Descriptions, Referral, *Social Services
Identifiers-*Bridge Youth Advocacy Program PA, *Status Offenders

The Bridge Youth Advocacy Program is designed to provide an alternative community based service for status offenders (10 to 18 years old) diverted from the juvenile justice system and to increase approprite use of social services by the police, court, and magistrates. Governed by the Catholic Social Services of Luzerne County (Pennsylvania), the program has six components: family counseling, runaway youth program, youth development and coordination program, life skills education, big brother/big sister program, and youth advocacy program. Efforts to increase referrals include outreach, continuing liaison activities, and a formalized referral system. The program has been successful in substantially increasing the number of referrals to the Youth Advocacy Program and in increasing the number of referral sources. The goal of delivering services to the status offender and his family has also been met. (SBH)

*Louis, Margaret*

**Personal Space Boundary of Elderly Persons Living in Retirement Housing.**

Pub Date-Nov 79
Note-19p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Group Experience, Helping Relationship, *Housing, Housing Needs, *Individual Needs, Interaction Process Analysis, Living Standards, *Older Adults, *Personal Space, Public Housing, *Responses, *Sex Differences.

The influence of angle, approach, and sex of subject on the personal space distance needs of the elderly person was examined. Subjects were 20 females and 20 males, age 65 or older, living in the same retirement housing unit. The behavioral measurement technique showed acceptable test-retest reliability. A significant three-way interaction effect was identified. The main effects of angle and approach were significant; a main effect by sex of the subject was not supported. Elderly subjects allowed a stimulus-individual (identified as a nurse) to approach closer than they approached the same stimulus-individual, suggesting that personal space is a factor to be considered by those giving care to or working with the elderly. Personal space is a complex phenomenon needing further study, especially in relation to the elderly. (Author)

ED 185 488 CG 014 386

**A Potpourri of Program Practices. Report Series 42, Number 1.**

PACE Management Associates, Washington, D.C.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. National Clearinghouse for Drug Abuse Information.
Report NO.-DHEW-ADM-79-823
Pub Date-Mar 79
Contract-271-77-1218
Note-30p.
Available from-National Clearinghouse for Drug Abuse Information, P.O. Box 1908, Rockville, MD 20850
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Community Services, *Drug Abuse, Fund Raising, Older Adults, *Prevention, *Program Development, Program Evaluation, Public Agencies, *Social Services, State Agencies, Vocational Rehabilitation

This report, issued by the National Institute on Drug Abuse, contains brief descriptions of program practices deemed innovative, unique, or facilitative, and potentially capable of adaptation by other State and local level program managers. The material was obtained through random contact with professionals around the country. The report attempts to provide information to managers about practices which may be useful in their own programs for and about former drug abusers. (Author/CC)

ED 185 556 CS 205 465

*Barrett, Marvin Sklar, Zachary*

**The Eye of the Storm. The Seventh Alfred I. duPont-Columbia University Survey of Broadcast Journalism.**

Columbia Univ., New York, N.Y.
Pub Date-80
Note-240p.
Available from-Lippincott & Crowell Publishers, 521 Fifth Ave., New York, NY 10017 ($11.95 cloth)
Pub Type- Books (010) - Information Analyses (070)

**Document Not Available from EDRS.**

Descriptors-Government Role, *Journalism, *News Media, *News Reporting, Political Issues, Press Opinion, *Programing (Broadcast), Radio, Social Problems, Technological Advancement, *Television
Identifiers-*Broadcast Journalism

This book, the seventh in a series surveying broadcast journalism, provides behind-the-scenes details of news coverage during 1978-79, evaluating the growth and sophistication of the news media. The first section of the book discusses the treatment of major issues and news events, including the ``odd couple'' of politics and broadcasting, the ``impossible necessity'' of expanding network news coverage, the advent of the ABC television network's news department, the local news scene, foreign news (particularly the United States-Iran crisis), and the interactions between democratic government and information dissemination. The second section of the book focuses on three particular topics: the continuing energy crisis, how the news media reported the nuclear accident at Three Mile Island, and the technological advances marking the beginning of a communications revolution. The third section contains essays on Three Mile Island, recent U.S. Supreme Court rulings on broadcasting issues, and the changes that have occurred in network foreign news coverage. (RL)

ED 185 579 CS 205 497

*Wettengel, Winona*

**Importance of...and Methods for...Writing Board Minutes.**

Oklahoma State School Boards Assoc., Oklahoma City.

Pub Date-Mar 80

Note-38p.; Paper presented at the Annual Oklahoma State School Boards Association Workshop for Presidents and Clerks (2nd, Oklahoma City, OK, March 15-16, 1980). Best copy available.

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Boards of Education, Clerical Occupations, *Documentation, Guidelines, Information Storage, *Recordkeeping, *Records (Forms), *Reports, *Technical Writing, Writing Skills

The Oklahoma State Board of Education prepared this handbook to serve as a guide for local board presidents, clerks, and secretaries in recording the minutes of school board meetings. The information that is compiled and presented was gleaned from reference books listed in the bibliography. Chapters of the guide describe board of education meetings, the duties of clerks and secretaries (before, during, and after meetings), writing the minutes, typing the minutes, and the disposition of permanent minutes. A glossary of terms and samples of materials prepared by clerks and secretaries are attached. (RL)

ED 185 601 CS 205 540

**Newspaper Journalism...for Minorities.**
Florida A and M Univ., Tallahassee.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.; Knight Foundation, Inc., Akron, Ohio.; Washington Post Co., Washington, D.C.
Pub Date-79
Note-25p.; Small print marginally legible.
Available from-Department of Journalism, Florida A&M University, P. O. Box 14, Tallahassee, FL 32307 (One copy free of charge; multiple copies, $0.50 each)
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Career Awareness, *Careers, *Employment Opportunities, *Journalism, *Minority Groups, *Newspapers, News Reporting, Occupational Information

This booklet is designed to inform the public of the opportunities for minorities in newspaper journalism. Divided into four sections (the need for minorities to enter the field of journalism, the kinds of jobs and salaries journalism students can anticipate, the attributes of a potentially successful journalist, and the sources that interested persons may contact for further information), the booklet focuses on the status of newsroom minorities and on testimonials from 11 successful journalists representing various minority groups. (AEA)

ED 185 622 CS 502 894

*Pearson, Judy C.*

**The Relationship between Communication Apprehension and Assertiveness.**

Pub Date-Apr 80
Note-22p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Ocean City, MD, April 24-26, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Assertiveness, Behavior, *Communication Skills, Comparative Analysis, Educational Research, Higher Education, Interpersonal Competence, *Measurement Techniques, Self Expression, Speech Communication, *Test Validity
Identifiers-*Communication Apprehension, *Communication Research

A study involving 215 college students was undertaken to determine the relationship between assertiveness and communication apprehension by factor analyzing the items on the Rathus Assertiveness Schedule (RAS) and on the Personal Report of Communication Apprehension (PRCA). Six factors emerged from the analysis: apprehensive about speaking, apprehensive about interpersonal communication, preventing others from taking advantage, being candid, being contentious, and making complaints in restaurants. Of the six factors, the first came exclusively from the PRCA, the second from both instruments, and the remaining four exclusively from the RAS. The linkage between assertiveness and apprehension about communication, as measured by these two instruments, appears to be apprehension about interpersonal communication. The findings generally confirm the previously established factor structure of the RAS; however, they challenge the unidimensionality of the PRCA. (FL)

ED 185 644 EA 012 571

**Classroom Discipline. The Best of ERIC on Educational Management, Number 52.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Contract-400-78-0007
Note-5p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Annotated Bibliographies, Classroom Environment, *Classroom Techniques, Disabilities, *Discipline, *Discipline Policy, *Discipline Problems, Elementary Secondary Education, Inservice Education, Mainstreaming, Parent Participation, Program Descriptions, *Student Behavior, Suspension, *Teacher Role
Identifiers-Glasser (William)

The 12 items listed in this annotated bibliography are entries in the ERIC system considered to be useful and significant publications on classroom discipline. The publications cited deal with discipline guidelines, assertive discipline programs, creative solutions to discipline problems, inservice programs, and discipline programs focusing on the causes of misbehavior. One research review and one study correlating teachers' pupil-control ideology and classroom robustness'' are cited. Other articles included focus on the disciplining of the handicapped, the importance of a common definition of discipline, the Glasser method of dealing with discipline problems, a parent-teacher open house concerning discipline, and on-campus suspension programs. (JM)

ED 185 798 EC 124 171

*McKee, Barbara G. And Others*

**Perceived versus Measured Communication Ability of Deaf College Students.**

National Technical Inst. for the Deaf, Rochester, N. Y.

Pub Date-Apr 80

Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Communication Skills, *Deafness, Exceptional Child Research, Higher Education, Lipreading, Manual Communication, Postsecondary Education, Program Effectiveness, Reading, Receptive Language, Writing (Composition)

Approximately 290 deaf college freshmen participated in a study of the relationship between perceived and actual abilities in eight communication modes (including reading, writing, speech reading with and without sound, and reception of manual and simultaneous communication). Ss rated their abilities before and after a communication course. Actual abilities were measured during the course. Correlational analysis indicated that accuracy of self ratings increased significantly from pre- to postcourse measures on each communication mode. Results suggested that communication training can improve the accuracy of student ratings of their own communication skills. (Author/CL)

FL

ED 185 365 CE 024 893

**Programs for Training Government Employees.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Bureau of Higher and Continuing Education (DHEW/OE), Washington, D.C.

Pub Date-79

Contract-300-78-0566

Note-19p.; Photographs may not reproduce clearly.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-City Government, College Programs, Community Services, *Continuing Education, *Government Employees, Local Government, Management Development, Postsecondary Education, Professional Continuing Education, Program Descriptions, *Public Administration Education, State Government, Technical Assistance

The twelve continuing education programs for government officials are described to exemplify the broad range of activities that can be afforded by institutions of higher education. (All but one were funded by Title I, Higher Education Act of 1965.) Four of the programs have full descriptions including focus, audience, activities, cost/staffing, evaluation, and available information/services. They are (1) a project providing information, training, and technical assistance in the use of low-cost computer technology to small local governments; (2) one designed to promote efficiency and effectiveness in delivery of city services by sharpening decision-making skills in municipal managers; (3) a region-wide network organized to develop and disseminate resource materials at reduced cost to institutions training local government officials and employees, and (4) a project training state legislators and staffers in approaches to and methods of program evaluation for use in program and policy review. Brief descriptions (and addresses for contacts) are given for eight other projects including personnel management skills for school boards and zoning and planning commissions; counseling/skills training for state clerical employees, orientation of county officials to county home rule, public sector management for upper- and middle-level state administrators, and information and advisory resources for mayors and county commissioners. (JT)

ED 185 404 CE 025 068

*Reynolds, Jack And Others*

**PLESA: Program for Persons of Limited English-Speaking Ability. Ten Case Studies.**

University Research Corp., Washington, D.C.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Policy, Evaluation and Research.

Pub Date-78

Grant-DOL-20-11-77-31

Note-134p.; Not available in paper copy due to small, light type. For a related document see CE 023 495.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Adult Basic Education, Adult Vocational Education, Asian Americans, *Bilingual Education, Career Counseling, Case Studies, Delivery Systems, *Employment Services, *English (Second Language), General Education, Hispanic Americans, Job Development, Job Placement, Job Skills, *Job Training, Program Development, Recruitment, *Second Language Instruction, Selection, Spanish Speaking, Unemployment, Unskilled Workers

Identifiers-Arizona (Tucson), California (Los Angeles), California (Orange County), California (San Francisco), Comprehensive Employment and Training Act, Hawaii (Honolulu), Limited English Speaking Ability, New Jersey (Bergen County), New York (New York), Pennsylvania (New Holland), Pennsylvania (Philadelphia), Program Persons Limited English Speaking Ability, Texas (Laredo)

These ten case studies of the Program for Persons of Limited English-Speaking Ability (PLESA) report different approaches to providing training and employment assistance to unemployed persons of limited English-speaking ability. (A summary report of forty-seven projects is available separately. See Note.) The first four describe projects conducted in Tucson, Arizona; New York City; Bergen County, New Jersey; and Laredo, Texas. The remaining six cases describe selected features or components of projects in Los Angeles, San Francisco, and Orange County, California; Honolulu, Hawaii; and Philadelphia and New Holland, Pennsylvania. Each section (case study) begins with a bibliographic data sheet and project profile sheet which outlines target group; objectives; client recruitment, selection, assessment, and counseling; training; job development and placement; follow-up program; supportive services; budget; and outcomes. Topics discussed within the narrative of the case studies include project planning; target groups; project direction, management, and operation; clients and services; English language instruction; occupational skills training; job development and placement; and results. Target groups include Hispanics, Vietnamese refugees, Filipinos, and Russian and Korean immigrants. Occupations trained for include secretarial, electricians' helpers, import-export clerks, Chinese cooks, nursing, and auto mechanics. (YLB)

ED 185 422 CE 025 187

*Rawlings, Lyngrid S. Davison, Jean B.*

**Program Design for External High School Diploma Program.**

District of Columbia Public Schools, Washington, D.C.

Pub Date- 80

Note-55p.; Charts may not reproduce well due to small, light type.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Achievement, Adult Education, *Competence, Educational Certificates, Experience, *Experiential Learning, *Graduation Requirements, *High School Equivalency Programs, Informal Assessment, Lifelong Learning, *Nontraditional Education, Portfolios (Background Materials), Program Descriptions, *Program Design, Urban Areas

Identifiers-District of Columbia

Designed to provide mature adults in an urban setting with an alternative to the high school diploma, the External High School Diploma Program of the District of Columbia is a systematic assessment of an individual's demonstrated competencies in the four generalized life skills areas of health, social/political, consumer/producer, and career assessment/occupational knowledge; the program also provides for assessment of demonstrated competencies in one of the individualized areas of occupational/vocational, advanced academic, or advanced specialized. The five steps in the program are orientation, diagnosis, assessment, evaluation, and recommendation for approval. During the assessment phase, the most important step, the candidates (1) develop a portfolio containing all data on and by them which will be the equivalent of a high school transcript after graduation and (2) earn 100 points in each of the four life skills areas by demonstrating specified competencies and in one of the individualized competencies areas. Evaluation in the occupational/vocational area includes employer testimony, job performance, or documentation. Designed for clients hoping to pursue postsecondary studies, the advanced academic category involved application to a college. All other individuals are included in the advanced specialized category. (Appendixes include lists of generalized life skills and individualized competencies and sample assessment tasks and achievement records.) (YLB)

ED 185 666 EA 012 599

*Harris, C.*

**Public Support for Financing Capital Outlay.**

Pub Date-1 Apr 80

Note-14p.; Not available in paper copy due to marginal legibility of original document.

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Administrator Attitudes, *Advisory Committees, Boards of Education, Bond Issues, *Capital Outlay (for Fixed Assets), Citizen Participation, *Community Support, Elementary Secondary Education, Federal Aid, Planning, Public Relations, *Public Support, *School Community Relationship, School Support, State Aid

Two major concerns related to large-scale capital outlay are convincing the community of the need for the expenditure and planning for the financing of the project. In an era when the public is resisting increased taxation, school districts must develop a plan of action for soliciting funds and must be able to conduct an effective fund campaign. This article discusses several considerations affecting the funding of capital expenditures. First, the groups that will support and resist additional funding must be identified, and methods of using positive groups and changing the minds of negative groups must be formulated. Second, a detailed plan of action must be developed, including appointing an advisory committee, completing a feasibility study, and conducting a publicity campaign. Then the selling campaign'' must be carefully planned and undertaken by a citizens committee that is carefully chosen and organized. Fourth, several methods of financing

capital outlay must be considered: the bond issue, building and site sinking funds, the pay-as-you-go'' method, and state and federal funding. Finally, before beginning a funding campaign, a district must attempt to cut other expenditures and obtain other funds. (Author/JM)

ED 185 731 EC 123 541

*Perrone, Philip A. And Others*

**The Career Development Needs of Talented Students: A Perspective for Counselors.**

Wisconsin Univ., Madison. Dept. of Counseling and Guidance.
Pub Date-79
Note-20p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Career Choice, *Career Counseling, *Career Development, *Career Guidance, Case Studies, Child Development, *Gifted, *Needs, *Talent
Identifiers-*Maslow (Abraham)

Intended for counselors, the paper discusses some of the critical periods and patterns of gifted child development that relate to career and life style determination. Case histories of two gifted and talented students are offered, following their lives from early childhood through early adulthood. Maslow's need hierarchy (focusing on the elements of security, acceptance, esteem, and actualization) is used as a framework for understanding these two case histories. Twelve critical issues with regard to the development of gifted and talented children are outlined, including the fact that talented people are likely to look for a career as their principal means of self expression, that they experience conflict between achieving excellence and being accepted as normal, and that many gifted women still perceive marriage and career as mutually exclusive and make unnecessary compromises in career planning. Some general career guidance needs of the gifted are discussed and summarized. (DLS)

ED 185 753 EC 123 908

*Ysseldyke, James E. And Others*

**Technical Adequacy of Tests Used by Professionals in Simulated Decision Making.**

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report NO.-IRLD-RR-9
Pub Date-Jul 79
Contract-300-77-0491
Note-18p.; See also EC 123 901-925.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Decision Making, *Disabilities, Elementary Secondary Education, Exceptional Child Research, Student Evaluation, Student Placement, *Testing Problems, *Test Reliability, *Test Validity

Because a critical issue in current assessment efforts is the widespread use of technically inadequate tests, the study examined tests chosen by 159 school professionals during a computer simulation of placement decision making about potentially handicapped students. Chi square analysis showed technically adequate devices were chosen proportionately more often than technically inadequate devices when norms were considered. This differentiation was not found when adequacy was defined by validity and reliability. The author concluded that more emphasis is needed in training school professionals on the importance of technically adequate assessment devices. (Author/CL)

*Jonsen, Richard W.*

**Lifelong Learning: State Policies and State/Federal Relationships, Priorities, Issues and Alternatives. A Background Paper Submitted to the Lifelong Learning Project of the Assistant Secretary of the Office of Education, U.S. Department of Health, Education and Welfare. Report No. 113.**

Education Commission of the States, Denver, Colo.
Spons Agency-Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Contract-P00-77-0435
Note-32p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Adult Education, Cooperative Programs, Coordination, *Educational Policy, Federal Aid, *Federal Programs, *Federal State Relationship, *Lifelong Learning, Needs Assessment, Policy, *Policy Formation, Program Development, State Aid, *State Programs, Statewide Planning

This paper reports a study to determine national policy needs with respect to lifelong learning by focusing on state-level policy development, including the implications of federal policy; the arrangements for planning, coordination, and financing at the state level; the patterns created and the issues raised by these arrangements; and the alternatives for federal policy as it bears upon state activities. Section III (sections I and II are summary and introduction) reviews the federal programs in relation to their impact on states' programs. In reviewing state practices, section IV briefly notes patterns of learning opportunities supported by state appropriations. Section V describes effects on organizational patterns of existing arrangements at the state and federal levels for the support of adult learning opportunities. Coordination, an important consequence, is discussed in section VI, and section VII provides a brief review of possible planning functions. Section VIII attempts to delineate the state issues that arise from the activities, policies, and arrangements discussed in previous sections. Section IV describes alternatives for future federal action in the promoting of lifelong learning. Concluding remarks emphasize the need for investigation, reflection, and participation to bring about effective decision making in developing federal lifelong learning policies. (Author/YLB)

ED 185 269 CE 024 479

*Powers, Judi Holm, Karen*

**Community Living Skills Guide: Job Orientation.**

Metropolitan State Coll., Denver, Colo.

Pub Date-May 77

Note-15p.; For related documents see CE 024 470-488 and CE 024 490-493.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Adult Education, Behavioral Objectives, Class Activities, Course Descriptions, Curriculum Guides, Daily Living Skills, *Developmental Disabilities, Disabilities, Employer Employee Relationship, Employment Interviews, Guidelines, Hygiene, Individualized Instruction, Institutionalized Persons, Interaction, *Interpersonal Competence, Job Application, *Job Search Methods, Learning Activities, Lesson Plans, *Normalization (Handicapped), Orientation, Rehabilitation, Residential Programs, Self Evaluation (Individuals), Teaching Guides, *Vocational Adjustment

Identifiers-College for Living, Metropolitan State College CO

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, Job Orientation and Training Program. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. This course is specifically for persons ready for employment, already employed, and/or highly motivated in learning about obtaining and retaining a job. Goals and objectives include making the student independent and aware of skills needed in finding and holding employment. Emphasis is on social interaction with supervisors and co-workers. Objectives and activities are presented for each of these eight steps: exploration, development of employment opportunity skills, applying for employment, handicapping conditions, personal hygiene and grooming, interviewing techniques, separation and orientation, and job retention. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

ED 185 385 CE 024 980

*Silverman, Ronald, Ed.*

**Art, Education, and the World of Work. A Handbook for Career Education in Art.**

National Art Education Association, Reston, Va.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-80

Contract-300-78-0411

Note-203p.; Photographs and information in diagrams, references, and the bibliography will not reproduce well. For related documents see CE 024 977-979.

Available from-The National Art Education Association, 1916 Association Drive, Restor, VA 22091 ($9.75).

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors-Annotated Bibliographies, Art Activities, *Art Education, Career Awareness, *Career Education, Elementary Secondary Education, Higher Education, Needs Assessment, Postsecondary Education, Program Descriptions, Reference Materials

Identifiers-National Art Education Association

The purpose of this handbook is to encourage a dialogue among art educators, career educators, and those who function in the world of work in art and to acquaint art educators with art career education potentialities through identifying important school programs and audiovisual resources. Each of the five chapters is comprised of papers delivered at four National Art Education Association Career Education Conferences. Chapters included are (1) Defining Career Education: Relating Career Education to the Arts; (2) Art and Career Education: Alternative Explanation for Career Oriented Art Programs; (3) Artist and Patron: The Rewards and Frustrations of Careers in Art; and (4) Art Career Education: Theory into Practice. The final chapter contains an annotated bibliography of print and nonprint materials related to career education in the visual arts. (LRA)

*Kushler, Martin G. And Others*

**Youth Advocacy: A Strategy for Service to Troubled Youth.**

Spons Agency-National Inst. of Mental Health (DHEW), Bethesda, Md.
Center for Studies of Crime and Delinquency.
Pub Date-79
Grant-MH-29160
Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979).
Pub Type- Reports - General (140) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Adolescents, *Child Advocacy, Delinquency, *Delinquent Rehabilitation, *Delivery Systems, *Intervention, *Social Services, *Youth Problems

This paper addresses the concept of child advocacy as a service strategy for troubled youth, particularly juvenile delinquents. The shortcomings of more traditional approaches to these youth and the concomitant recommendations for the use of advocacy are reviewed. The lack of clearly specified operating principles and techniques for advocacy interventions is noted as an obstacle to the implementation of a child advocacy strategy. The successful advocacy techniques utilized in an ongoing delinquency program, the Adolescent Diversion Project, are detailed. Some implications of the use of advocacy for other target populations are also examined. (Author)

ED 185 534 CS 005 410

*Murphy, Kathleen*

**A Survey of Adult Reading Habits.**

Pub Date-May 80

Note-33p.; M.A. Thesis, Kean College

Pub Type- Dissertations/Theses - Masters Theses (042) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Adults, *Books, *National Surveys, *Newspapers, *Periodicals, *Reading Habits, *Reading Interests, Reading Research, Sex Differences

A questionnaire was completed by 110 individuals between the ages of 18 and 65 in a study conducted to determine the primary reason why adults read. The results showed that informational reading was the main purpose for adult reading, but did not indicate a relationship between purpose for reading and socioeconomic status and educational level. The data also indicated that differences existed between the sections of newspapers read frequently by males and females, that differences existed in the types of magazines read by males and females, and that fiction books were the type of books read most frequently. (A copy of the questionnaire and tables of findings are included.) (MKM)

ED 185 689                                                                EA 012 634

*Foster, William P.*

**The Adjacent Curriculum and the School Organization.**

Pub Date-Apr 80

Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Elementary Secondary Education, Literacy, *Organization, Organizational Communication, *Organizational Theories, *Power Structure, *School Districts, Social Isolation, Teacher Discipline

This paper presents an analysis of the adjacent curriculum,'' a term defined as that knowledge that is organizational in origin and that is transmitted to the organization's members for the purpose of maintaining the organization as an abstract but functional entity. This

curriculum'' consists of such material as conduct codes, evaluation forms, and other transmissions that serve, in addition to their specific function, to establish organizational legitimacy. This causes organizations to be viewed as established, unchanging, and received,'' and disallows the emergence of a valuable dialectical relationship between the organization and the individuals it serves. (Author/JM)

ED 185 776 EC 123 951

**Sensory Multihandicapped Program Planning Project. Final Report.**
Alberta Dept. of Education, Edmonton. Planning and Research Branch.
Pub Date-Oct 79
Note-62p.
Available from-Alberta Education, Planning and Research Branch, 9th Floor, Devonian Building, 11160 Jasper Ave., Edmonton, Alberta T5K 0L2 Canada.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Blindness, *Deaf Blind, *Deafness, Foreign Countries, *Multiple Disabilities, Program Descriptions, *Program Development, Resources, *Services
Identifiers-*Alberta

The document presents the final report of the Sensory Multihandicapped Project, which planned a comprehensive program for the education of children who were sensory multihandicapped (deaf blind, deaf with other handicaps, or blind with other handicaps) in Alberta, Canada. Project activities included reviewing the literature, visiting sites serving the sensory multihandicapped in North America, communicating by letter with persons and agencies serving that population outside North America, soliciting briefs from the public, discussing the issues with public and private agencies serving the sensory multihandicapped in Alberta, and employing a number of consultants. The final report briefly outlines the project's operating plan, along with its working definitions, components, and general procedures. The bulk of the report consists of its recommendations. The general conclusion produced by the project was that the government of Alberta should proceed to implement educational, residential, resource, and support services for Alberta's sensory multihandicapped population. Appendixes include cost estimates of such a program, and an outline of the sequence of events for its implementation. (DLS)

ED 185 289 CE 024 546

**Tires and Tracks. FOS: Fundamentals of Service.**

John Deere Co., Moline, Ill.

Pub Date-79
Note-72p.; For related documents see CE 024 540-545, CE 024 797-798, and CE 025 209-214.
Available from-John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave., Moline, IL 61265 (Order No. FOS-5504B, $4.25; 10 or more $3.19 each; supplementary slide set $32.00)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Agricultural Education, Agricultural Engineering, *Agricultural Machinery, Equipment Maintenance, Instructional Materials, Postsecondary Education, Power Technology, Repair, Secondary Education, *Tractors, *Vocational Education
Identifiers-*Tires, *Track Vehicles

This manual on tires and tracks servicing is one of a series of power mechanics texts and visual aids on operation, diagnosis and repair of automotive and off-the-road agricultural and construction equipment. Materials provide basic information and illustrations for use by vocational students and teachers as well as shop servicemen and laymen. The first of the manual's two parts focuses on tires and discusses topics such as construction of tires, tire sizes, ballast, dual tires, tire failures, tire repairs, mounting and demounting tires, and changing agricultural traction tires. Focusing on tracks, part 2 discusses topics such as track shoes, track rollers and sprockets, adjusting tracks, diagnosis of track wear, roller wear, removing tracks from machine, and installing tracks. Each part concludes with test questions. Answers to the test questions are appended. (A supplementary 35mm color slide set is also available see availability note.) (LRA)

ED 185 310 CE 024 673

**Initiation of Student-Paced Learning Modules in Graduate Training Programs in Health Administration/Planning. The Comprehensive Final Report, October 1, 1978 through December 31, 1979.**

Alabama Univ., Birmingham. School of Community and Allied Health.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md.
Pub Date-80
Contract-232-78-0182
Note-155p.; Small type in the appendixes will not reproduce well.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-*Administrators, Economics, Educational Cooperation, *Graduate Study, *Health Education, *Health Personnel, Higher Education, Information Dissemination, *Learning Modules, Material Development, Money Management, *Pacing, Programed Instructional Materials
Identifiers-Word Processing

A project investigated the use of self-paced modules to increase the sophistication of financial management, health economics, and quantitative methods as taught in graduate programs in health services administration. The first major activity of the project was a national workshop devoted to (1) developing and sharing modules; (2) using modern word processing technology to develop, maintain, and share modules; and (3) using the modules in the self-paced mode of instruction. Additional activities of the project included counseling sessions at some of the participating universities and working with modern word processing equipment. The major conclusions drawn in the project were that these teachers agreed with the potential usefulness of a large number of such modules and agreed that through collaboration they could develop, exchange, and produce the modules, but that there was not an existing, natural mechanism to cause them to collaborate. A major recommendation of the project was that a national center be established to stimulate and coordinate the development, maintenance, distribution, and use of the modules. (Author/LRA)

ED 185 467 CG 014 315

*Blocker, Merrie D. Gurian, B. S.*

**Outreach Program in the Arts for the Low-Income Elderly: Analysis of Pilot Program for the Low-Income Elderly.**

Pub Date-Sep 79
Note-9p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Adult Education, *Adult Programs, *Art Education, *Low Income Groups, *Museums, *Older Adults, *Outreach Programs, Program Descriptions, Program Effectiveness, Program Evaluation
Identifiers-*DeCordova Museum School MA

An outreach program was conducted during the 1978-79 year by the DeCordova Museum in Lincoln, Massachusetts for the low-income elderly in conjunction with the local councils on aging and funded by the National Endowment for the Arts and Title III of the Older Americans Act. Components of the program are described, including drop-in workshops at daily meal sites, drop-in centers in the participating towns and scholarships for transportation, and tuition and supplies for courses at the DeCordova Museum School. The effectiveness of the program is analyzed in terms of ability to reach a group that otherwise had no way of participating in art school classes without financial assistance, specifically those persons whose average age was 72 and average income was $6500 per year. (Author)

ED 185 489 CG 014 387

*Olson, Lucy And Others*

**Runaway Children Twelve Years Later: A Follow-Up.**

Pub Date-5 Sep 79

Note-31p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979). Best copy available.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Adjustment (to Environment), Adolescents, *Family Relationship, Followup Studies, Legal Problems, Parent Child Relationship, Personality Problems, Rejection (Psychology), *Runaways, *Siblings, *Social Class, *Social Development, Student School Relationship, Work Attitudes

Fourteen young men and women, who as teenagers had run away from home, were subjects of an intensive clinical case study which was a followup of a larger-scale survey of runaways conducted in the early 1960s. A major purpose of the research was to determine how the former runaways had fared as adults and whether or not their early behavior had foreshadowed later adjustment problems. Intrafamily comparisons between the runaways and a sibling were also made. Two factors seen to be most prominently associated with differential long-term outcomes whether or not the youthful act was a repeated or an isolated occurrence, and the individual's social class. In general, repeaters most nearly fit a model of running away as a sociopathic act, indicative of severe disorders. A single act of running away was associated with little long-term disability. Siblings of runaways, with one exception, had made successful adjustments to adult life. Discussion centers on the prognostic value of repeated running away for the prediction of psychosocial disability, the contribution of individual psychology to the outcomes observed, and on the finding that premature separation from adult authority may lead to a prolonged and ambivalent dependence on it. (Author)

ED 185 512 CS 005 375

**Teaching Your Child to Read.**
Ferguson-Florissant School District, Ferguson, Mo.
Pub Date-79
Note-31p.
Pub Type- Guides - Non-Classroom (055) - Non-Print Media (100)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Beginning Reading, *Early Childhood Education, *Early Reading, Learning Activities, Parent Child Relationship, *Parent Participation, *Phonics, *Reading Readiness, *Sight Method, Teaching Methods, Validated Programs
Identifiers-National Diffusion Network Programs, Reading to Others

This guide was developed for parents of young children to help them develop their child's readiness to learn to read and to help them teach beginning reading skills to their child. Background information on the reading process and a quiz entitled, are you preparing your child to read?'' are presented. Activities are suggested for reading to children, encouraging early reading experiences, reading by sight, reading by sound, teaching letter sounds, reading rhyming words, and reading with picture clues. (MKM)

ED 185 557 CS 205 466

*Petrick, Joanne F.*

**Self-Heuristics and the Writer's Self Discovery.**

Pub Date-Mar 80

Note-18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-College Students, *Discovery Learning, Higher Education, *Inquiry, *Questioning Techniques, *Self Evaluation (Individuals), Teaching Methods, *Writing (Composition)

Identifiers-*Composition Process

A four-part heuristic model seeks to enhance teacher and student-writer awareness of the significance of the self as writer. The questions in the heuristic examine the relationships between the self and the self as writer, between the self and the subject matter, between the self and the audience, and between the self and the form of the composition. Exercises that teachers can use in conjunction with this heuristic include the completion of a writing inventory by the students and a discussion of the inventory in the classroom, writing and discussing short paragraphs about student problems with writing and writing teachers, and reading about the writing processes/difficulties of established or famous writers. (A writing inventory and the heuristic model for self-analysis in the writing process are attached.) (RL)

ED 185 580 CS 205 498

*Olson, Mary W.*

**Pattern Guides: An Alternative for Content Teachers.**

Pub Date-80
Note-16p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (8th, Albuquerque, NM, January 31-February 2, 1980).
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Advance Organizers, *Content Area Reading, *Discourse Analysis, Expository Writing, Reading Assignments, Reading Instruction, Secondary Education, *Study Guides, Study Skills

This paper describes the composition of one particular kind of study guide called a pattern guide that can be used by content area teachers to aid their students in reading and understanding their textbooks. The purpose of the guide is stated as highlighting the reading and thinking skills to be used as well as the most important concepts to be learned. Six steps are described for the preparation of a pattern guide: (1) identify the important concepts in a chapter; (2) read carefully and note the portions of material that correspond to the previously determined concepts; (3) identify the organizational pattern used by the author, e.g. compare/contrast, time order, cause/effect, or simple listing; (4) note signal words in the four relationship categories that help to identify the patterns; (5) integrate the essential concepts, the author's writing pattern, and the reading/thinking process the student will use for example, the causes of the Civil War might be the essential idea to be learned, cause/effect may be the writer's organizational pattern, and determining causal relationships would be the student's reading thinking process; and (6) decide how much help over the entire chapter is needed by the students. Suggestions for several pattern guide formats are presented and analyzed. (MKM)

ED 185 602 CS 205 541

*Brady, Philip L., Ed.*
**The Why's'' of Teaching Composition.**

Washington State Council of Teachers of English.
Pub Date-78
Note-77p.; The Washington State Council of Teachers of English is an affiliate of the National Council of Teachers of English.
Pub Type- Collected Works - General (020) - Opinion Papers (120) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Educational Needs, Elementary Secondary Education, *Motivation Techniques, Student Motivation, Teacher Role, Teaching Methods, *Writing (Composition), *Writing Instruction, *Writing Skills
Identifiers-*Writing Processes

The four articles in this monograph are concerned with why it is important to teach composition and with identifying the characteristics of good'' writing. The first article presents an argument for a curriculum that stresses many kinds and purposes of writing so as to produce writers who respond with freedom and diversity to a variety of writing situations. The second article offers a definition of good'' writing: writing that affects its audience. The third article concentrates on transactional writing the writing that instructs or informs and the final article stresses the importance of the writing process in students' sense of self and sense of power. (FL)

ED 185 623 CS 502 895

*Roncelli, Janet M.*

**An Imagery Exercise in Self-Awareness and Literary Sensitivity.**

Pub Date-Apr 80
Note-15p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 10-12, 1980).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Communication Skills, Higher Education, *Imagery, *Literature Appreciation, *Oral Interpretation, Oral Reading, *Self Concept, Self Evaluation (Individuals), Sensitivity Training, Sensory Experience, *Speech Communication Speech Instruction, Teaching Methods

The ability to communicate the imagery of a literary selection is difficult for beginning students in undergraduate oral interpretation classes. Awareness of indirect sensory images must begin with direct awareness of self. The sensory self-description of how one looks, sounds, smells, tastes, feels, and moves is a means of stimulating self-awareness and literary sensitivity. Whether it is used along or in conjunction with other teaching methods, the strength of this instructional strategy is its starting point an imagery description of the self in words and actions that emanate from the self. Once students experience these self-induced verbal stimuli, they have more concrete ideas of how to communicate imagery in the performance of literature. (Procedures for using self-descriptions in the classroom and examples of student self-descriptions are included.) (RL)

*Smith, Martha L. Smith, Milton L.*

**Identifying Power Structures.**

Pub Date-Apr 80
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Decision Making, Employed Women, Occupational Surveys, *Policy Formation, *Power Structure, *Professional Occupations, Tables (Data)
Identifiers-Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, Texas

This paper reports on two processes used to begin a long-term series of studies on educational power structures in the states of Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas. Purposes of the study were to determine if (1) substrata or pools of power undergird educational power structures, (2) certain paths to power are typically followed by influentials, (3) separate power structures exist for grades K-12 and postsecondary education, and (4) power structure changes can be predicted. The research method used involved asking the executive director of each state education association to make a list of the five to ten most influential decision-makers in the state and then asking each of those persons to do the same. After two rounds of interviews with 112 persons, consensus was reached on 50 top leaders. The other method used was also a modified reputational process. The paper draws no conclusions, since additional work in progress is testing the efficacy of the processes. Observations are made, however, about the number of noneducators who are influential in educational decision-making, and the number of individuals originally tagged as second and third raters who move into the power structure. (Author)

ED 185 710 EC 123 487

*Fisher, Alan T.*

**Administrative Interventions to Provide Educational Services for Declassified Students.**

Pub Date-Sep 79

Note-15p.; Paper presented at the American Psychological Association (New York, NY, September, 1979).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Administrative Change, Administrator Role, Educational Diagnosis, Educational Needs, *Educational Responsibility, Elementary Secondary Education, *Identification, *Intervention, *Mainstreaming, Needs Assessment, Research Needs, School Psychologists, *Slow Learners, Special Programs

Identifiers-*Declassified Students

Administrative steps necessary to provide needed educational programs for transitional students (students who have been declassified and are no longer eligible for special education programing) are discussed. The administrative steps include recognizing the new subpopulation of students, arranging for the gradual transfer of students from special education to regular education, determining available alternative programs and funding resources, and providing opportunities for changing teachers' expectations regarding the academic potential of transitional students. Along with the administrative needs, the school psychologist needs to assume a consultative role in assisting instructional personnel in working with transition students. Research is needed in the areas of identification, instruction, and assessing the academic gains of this population in nonspecial educational curricula. (Author/PHR)

ED 185 799 FL 010 420

*Carney, Beth W. Lide, Francis*

**Wanted: Alternatives to the Lesson Format in Elementary Foreign Language Textbooks.**

Pub Date-76

Note-19p.; Revised version of a paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages (Washington, DC, November, 1975).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Elementary Secondary Education, Higher Education, *Instructional Innovation, *Second Language Instruction, *Second Language Learning, *Textbook Content, *Textbook Evaluation, *Units of Study

Despite some exceptions in recent years, most elementary foreign language texts continue to be organized in a typical twenty-five lesson'' format bound by an old-fashioned idea of continuity. It is argued that this format is a major source of student frustration and a barrier to optimum second language acquisition. As one possible alternative, an organization into a larger number of minimal increment units is proposed. These small increments would allow for greater refinements in sequencing, early maximizing of student communication potential, and easier assimilation of basic structural features with less interference from exceptions and peripheral complications. The implied perspective and curricular framework is foreign language instruction at the college level, but much of what is said may also apply to instruction in the schools. (Authors)

ED 185 251 CE 024 152

**Vocational Cooperative Education Training Agreement and Training Plan for Pennsylvania Including: Training Activities for Use on Training Plans Which Are Listed with Occupational Codes and Titles Trade & Industrial, Technical, Health, Agriculture, Gainful Home Economics, Business Education, Distributive Education.**

Millersville State Coll., Pa.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date-80

Note-106p.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Agricultural Occupations, Business Education, *Contracts, Cooperative Planning, Cooperative Programs, Distributive Education, Health Occupations, Home Economics, *Learning Activities, Learning Experience, Occupational Clusters, *On the Job Training, Secondary Education, *Skill Analysis, Skilled Occupations, Student Experience, Technical Occupations, Trade and Industrial Education, *Vocational Education, Work Experience Programs

Identifiers-Pennsylvania

This report on vocational training agreements and plans [illegible] Pennsylvania presents a uniform and systematic approach to formalize the relationships between vocational educators and employers in providing students with on-the-job training. First, the report briefly covers the purpose of formalizing on-the-job learning experiences, training agreement, training plan, and training activities, including some examples. The remaining two-thirds of the content is devoted to a listing of training activities offered in Pennsylvania schools for occupations under the following U.S.O.E. occupational titles: trade and industrial, technical, health, agriculture, gainful home economics, business education, and distributive education. Samples of a training agreement and training plan are appended. (EM)

ED 185 328 CE 024 784

*Docking, Russell A. Thornton, Jennifer A.*

**Vocational Preference, Anxiety and Educational Self-Theory of High School Students.**

Murdoch Univ., Western Australia (Australia).

Pub Date-80

Note-18p.; Paper presented at the American Educational Research Association Annual Meeting (Boston, MA, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Academic Aspiration, *Anxiety, Career Choice, Females, *High School Students, Learning Motivation, Rewards, Self Concept, Social Status, *Vocational Interests

Identifiers-Holland Vocational Preference Inventory

The relationship between anxiety, educational self-theory, and vocational preference was investigated using two separate samples (149 and 262) of high school students. Anxiety was measured using the anxiety component of Zuckerman's Affect Adjective Checklist (AACL). A measure of self-theory was obtained via the Profile of Read/Ideal Scholastic Motivation (PRISM), and vocational interest was measured by Holland's Vocational Preference Inventory (VPI). The research data lent support to all three hypotheses: (1) that high-anxious subjects would have a lower degree of differentiation on the VPI than low-anxious subjects; (2) that there would be a positive correlation between anxiety and the Diversity of Ideas scores on PRISM; and (3) that high-anxious subjects would select occupations of higher prestige than low-anxious subjects. The results indicate that anxiety is clearly related both to diversity of ideas and to social factors such as extrinsic motivation and status. It is suggested that by stressing external rewards and direction, schools may be raising anxiety levels and limiting vocational choice, particularly for females. (Author/MEK)

ED 185 348 CE 024 838

*Ellis, John*

**Vocational Education and Federal Priorities. Occasional Paper No. 47.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Pub Date-Dec 78
Note-17p.; Paper presented at the National Center for Research in Vocational Education Staff Development Seminar (Columbus, OH, December 1978).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Cooperative Planning, Cooperative Programs, *Coordination, *Educational Cooperation, Educational Development, Educational Legislation, *Educational Planning, Educational Research, Employment Programs, *Federal Government, Federal Legislation, Federal Programs, Federal State Relationship, Government School Relationship, Needs Assessment, Program Development, School Districts, State Government, State Programs, State School District Relationship, Statewide Planning, *Vocational Education, Youth Programs

A partnership between the federal government and state and local education agencies is required to solve existing problems in vocational education. The federal government's strategy involves directing money to underserved populations; encouraging planning at all levels to produce more employable graduates; promoting research and demonstration of effective educational models; and establishing programs to employ and stimulate employment of youths and adults. The federal government discharges its responsibilities by supervising the state planning system, implementing the National Occupational Information Coordinating Committee, establishing state Research Coordinating Units, sponsoring research and demonstration activities through a contract with the National Center for Research in Vocational Education, and administering the Youth Employment and Demonstration Projects Act. States must plan, develop, and disseminate occupational and career information, encourage innovative practices, and provide a general system of fiscal and program accountability. Local school districts must develop planning and working linkages with the community, provide feedback, and operate programs and delivery services. Three areas for improvement are cooperation among education providers, flexibility in programming, and involvement in occupational development. The scholar should evaluate, conduct research, assess the federal strategy, and redefine vocational education within the broad structure of education, training, and work. (YLB)

ED 185 690 EA 012 635

**Federal Legislation and Education in New York State.**

New York State Education Dept., Albany.

Pub Date-Feb 80

Note-94p.; For related documents, see ED 088 206 and ED 154 510. Occasional paragraphs may not reproduce clearly due to small print.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141) - Opinion Papers (120)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Educational Finance, Elementary Secondary Education, Federal Aid, *Federal Legislation, *Federal Programs, *Federal Regulation, *Federal State Relationship, Financial Support, Government Role, *Government School Relationship, Health Occupations, Higher Education, Professional Education, Public Libraries, School District Autonomy, *State Federal Aid, Youth Employment

Identifiers-Basic Educational Opportunity Grants, Health Professions Educational Assistance Act, *New York

Recommendations concerning important federal statutory revisions, budget and appropriations items, and regulatory issues are offered in this booklet. Issues discussed are of particular concern to New York State. Recommendations include the following: (1) on the postsecondary level, federal and state programs serving the same students should be integrated into coherent plans, state and federal funds for students with special needs should be coordinated, and tax deferment accounts and tuition tax credits should be targeted for students with special needs; (2) issues of institutional integrity and program quality must be given careful legislative attention by adjusting institutional eligibility requirements for federal programs; (3) federal programs for the education of the handicapped need more flexibility and resources; (4) unemployment and underemployment of youth are urgent issues requiring comprehensive and long-range federal programs and federal, state, and local priorities linking education and employment; and (5) the federal role in child health and nutrition must be expanded to include preventive health care through the schools, and health professions legislation requires further review and extension. (Author/JM)

ED 185 445 CG 014 292

*Boyles, R. And Others*

**An Analysis of the Residence Hall Environment at Indiana University Using an Ecosystem Model.**

Indiana Univ., Bloomington.
Pub Date-Jan 80
Note-16p.; Student Service Research Report; v3 n2 Jan 1980.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-College Environment, *College Housing, College Students, *Dormitories, *Environmental Influences, *Group Experience, Higher Education, Institutional Environment, Life Style, *Living Standards, *Student Attitudes
Identifiers-*Indiana University

An ecosystems environmental assessment project was conducted in order to evaluate the residence hall environment at Indiana University, Bloomington campus. Students (N 637), representing a response rate of 67%, completed questionnaires during October 1979. Items about which most students expressed strong feelings, positive or negative, included statements about the quality of food, custodial care, quiet hours, and opportunity for study in their rooms. Overall results indicated a rather favorable perception on the part of students toward their environment. (Author/HLM)

ED 185 535　　　　　　　　　　　　　　　　　　CS 005 411

*Hilgendorff, Patricia H.*
**Readability Levels of Second Grade Hi-Lo Reading Materials.**
Pub Date-Apr 80
Note-27p.; M. A. Thesis, Kean College
Pub Type- Reports - Research (143) - Dissertations/Theses - Masters Theses (042)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Comparative Analysis, *Difficulty Level, *High Interest Low Vocabulary Books, *Readability, *Readability Formulas, *Reading Materials, Reading Material Selection, Reading Research, *Remedial Reading, Textbook Evaluation
Identifiers-Fry Readability Formula, Spache Readability Formula

The revised Spache Readability Formula and the Fry Readability Formula were applied to 20 selected reading materials designed for adolescents reading at second grade level. Three samples from each text were examined. The results using the Spache formula corresponded to the publisher's stated readability levels, with no significant variability within books. But the results from the Fry formula were inconsistent with publisher's stated readability levels, and there was intrabook variability. (RL)

ED 185 667 EA 012 600

*Dupre, Beverly Brown*

**Community-School Congruency through Use of Instructional Gaming and Simulation.**

Pub Date-Oct 77

Note-24p.; Paper presented at the Conference on Education Sponsored by the Mayor of New Orleans (1st, New Orleans, LA, October 1977).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Community Role, Decision Making, *Educational Games, Elementary Secondary Education, Process Education, Role Playing, *School Community Relationship, *Simulation

Interest in gaming and simulation, as traced back in educational history to the late 1800s, has prompted educators to consider gaming and simulation as a curriculum process which employs the utilization of symbolic models for the attainment of defined goals. In an attempt for schools to be accountable, gaming and simulation is considered to be a process which enables schools to construct learning environments for students which are more congruent with the real world. The process necessitates having assistance from the local community. The role of the community would be to provide settings, materials, and supplementary artifacts which would represent the real world. All endeavors of society could be represented. Examples of community sectors that could assist in bringing awareness of their operations to students for the purpose of exploration and valuing could include various businesses, labor trade unions, manufacturing, marketing, service, and governmental agencies. (Author)

ED 185 732 EC 123 571

*Proger, Barton B.*

**Toward the Growth of an Integrated Set of Management Information Systems, with Special Emphasis on Short-Range Planning, Long-Range Planning, and Program Evaluation.**

Pub Date-Sep 79
Note-114p.; Composite Report of Highlights from the Eleven Separate Program Evaluation and Planning Committees of Spring, 1979.
Pub Type- Reports - Evaluative (142) - Guides - Non Classroom (055)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Data Collection, *Disabilities, Educational Administration, *Educational Planning, Elementary Secondary Education, *Gifted, *Long Range Planning, Needs Assessment, *Problem Solving, *Program Development, *Program Evaluation, Special Education, Statewide Planning
Identifiers-Pennsylvania

Highlights of the findings of eleven program evaluation and planning committees within the division of special education in Pennsylvania and options in the future implementation of each program area are summarized. The committee had the following purposes: (1) to revise the structure of long range and short range planning within the division of special education (DSE), (2) to revise the structure of evaluation within the DSE, and (3) to develop mechanisms for refining (1) and (2). Committees were designed to devise a set of processes to solve specific problems through examination of the general planning process, the specific needs assessment procedures, outside planning inputs, and child oriented data concerns. The major portion of the document contains appended material on such topics as the short range planning model for the physically handicapped, district needs assessment recommendations from the classroom hearing impaired program, guidelines for outside program evaluation consultants from the itinerant hearing impaired program, and an example of programwide student performance data collection from the gifted program. (PHR)

ED 185 754 EC 123 909

*Mirkin, Phyllis K. Deno, Stanley L.*

**Formative Evaluation in the Classroom: An Approach to Improving Instruction.**

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report NO.-IRLD-RR-10

Pub Date-Aug 79

Contract-300-77-0491

Note-35p.; See also EC 123 901-925.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Elementary Education, Evaluation Methods, Exceptional Child Research, *Formative Evaluation, *Learning Disabilities, *Mild Mental Retardation, *Student Evaluation

The effects of two components of formative evaluation (frequency of measurement and data utilization) were compared to isolate formative evaluation components which teachers might routinely use to monitor achievement in learning disabled students. Fifty-two learning disabled and educable mentally retarded elementary students enrolled in regular class programs and receiving reading instruction in a special education resource room were randomly assigned to either a pretest non-data-based change group, a daily measurement non-data-based change group, a daily measurement data-based group, or an untreated control group. Analysis of results of oral reading data supported daily measurement and data-based changes as effective components of formative evaluation. (Author)

ED 185 270 CE 024 480

*Watson, Norm Kreps, Alice Roelofs*
**Community Living Skills Guide: Leisure Time.**
Metropolitan State Coll., Denver, Colo.
Pub Date- 76
Note-27p.; For related documents see CE 024 470-488 and CE 024 490-493.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Adult Education, Behavioral Objectives, Class Activities, Course Descriptions, Curriculum Guides, Daily Living Skills, *Developmental Disabilities, Guidelines, Individualized Instruction, Institutionalized Persons, Learning Activities, *Leisure Time, Lesson Plans, *Normalization (Handicapped), Recreation, *Recreational Activities, Rehabilitation, Residential Programs, Teaching Guides, *Vacations
Identifiers-College for Living, Metropolitan State College CO

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, Leisure Time for Adults. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. Goals include the student's obtaining a general knowledge of leisure time and beginning to grasp how one uses free time. Specific objectives are for the student to identify when he has free time, to choose one realistic activity for each free-time area discussed, to broaden interests in regulation of his own free time, and to identify obstacles in learning or choosing free-time activities. Contents include homework assignments, handouts, teacher notes, and class activities. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

ED 185 366 CE 024 910

**Recommended Standards: Common to All Programs; Specific to Production Agriculture, Secondary; Specific to Adult Education for Quality Agriculture/Agribusiness Programs in Kansas.**

Kansas State Univ., Manhattan. Dept. of Adult and Occupational Education.

Pub Date- 73

Note-14p.

Pub Type- Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Adult Education, *Agribusiness, *Agricultural Education, Agricultural Production, *Program Evaluation, Secondary Education, State School District Relationship, *State Standards, Statewide Planning, *Vocational Education

Identifiers-*Kansas, Young Farmers Association

This document contains recommended standards for quality vocational programs in agricultural/agribusiness education which are divided into (1) standards common to all programs, (2) standards specific to adult education in agriculture/agribusiness, and (3) standards specific to production agriculture, secondary. The sixty common standards are grouped by these areas: instructional program (15); supervised occupational experience (10); leadership development (6); student recruitment, enrollment, and counseling (4); public relations (2); facilities and equipment (8); staffing (10); finance (1); placement (1); and evaluation (3). Twenty-one standards specific to adult education in agriculture/agribusiness are grouped as planning and conducting the instructional program (6), staffing (5), Young Farmer Educational Association (3), development (3), administration (2), and evaluation (2). Eleven standards specific to production agriculture, secondary, pertain to instructional program (5), supervised occupational experience (3), staffing (1), and administration and supervision (2). (YLB)

ED 185 386 CE 024 982

**Young Workers and Families: A Special Section.**
Bureau of Labor Statistics (DOL), Washington, D.C.
Report NO.-DOL-SLFR-233
Pub Date- 80
Note-63p.; Small type in tables and footnotes will not reproduce well.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Black Youth, Career Education, *Day Care, Dropouts, *Employed Parents, Employment Patterns, Employment Problems, Employment Statistics, *Family Characteristics, High School Graduates, Labor Market, Longitudinal Studies, Mothers, Out of School Youth, *Unemployment, Young Adults, *Youth Employment, Youth Opportunities, Youth Problems
Identifiers-National Longitudinal Surveys

The six articles in the reprint (with supplementary tables) from the October 1979 Monthly Labor Review, marking the International Year of the Child, are about children and work. Two articles examine the labor force experience of young U.S. workers in general and young black workers in particular over the past quarter century (1955-78). A third article reports on efforts to follow the experience of young workers in the labor force by means of a panel survey, while a fourth reports on the most recent experience of school graduates and dropouts in the labor market. The remaining two articles explore the effects of the work situation of adults upon children. One deals with the employment, income, and marital situations of the U.S. families in which children are growing up, and the other examines the arrangements families have effected for the care of children to permit adults to work. (YLB)

ED 185 423 CE 025 189

*Smith, Amanda J. Farris, Charlotte J.*
**Pioneering Programs in Sex Equity: A Teacher's Guide.**
American Vocational Association, Washington, D.C.
Pub Date-80
Note-64p.
Available from-Special Publications, American Vocational Association, 2020 N. 14 St., Arlington, VA 22201 (Order No. 10180, $6.00; Discounts for quantity orders)
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Attitude Change, Career Education, *Equal Education, Instructional Materials, Learning Activities, Postsecondary Education, *Program Development, Secondary Education, *Sex Bias, Sex Discrimination, *Sex Fairness, Social Change

Background information and suggested activities or classroom strategies on sex equity are presented for use by teachers in various settings. Suggested applications include use by vocational or academic teachers, counselors, and teacher educators with students, parents, and advisory or community groups. Adaptetion to a district plan or staff development inservice training are also suggested. ( Pioneering'' is defined as entering fields previously identified with the other sex.) Chapter titles and selected sub-topics are Twentieth Century Pioneers (What is Sex Equity?, Overcoming Barriers); The Teacher's Role in Sex Equity; Sex Bias in Well-Intended Behavior; Sex Bias in Language; Sex Bias in Instructional Materials; The Changing Work Force and Family: A Quiz; Family Structure and Values: Discussions and Projects; Case Studies: A Teaching and Discussion Technique; Encouraging Enrollment of Pioneering Students; Successful Pioneering (Culture Shock on the Job, Expanded Courtesy and Humor); Reaching the Community (Seeking Parental Support, Supporting Pioneer Graduates); and Development Your Personal Plan (Identifying Opportunities to Build Trust, Measuring Success). (MEK)

ED 185 468 CG 014 317

*Strommen, Merton P.*

**A Planned Change Approach to Consultation and Youth Service.**

Pub Date-3 Sep 79
Note-7p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979).
Pub Type- Speeches/Meeting Papers (150) - Guides - General (050)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Change Strategies, *Consultants, *Consultation Programs, *Counselor Role, Guidelines, *Innovation, *Organizational Development, Program Development, Systems Approach, Youth Programs
Identifiers-*National Institute of Mental Health

Findings are presented from an experimental study of consultants, a three-year project funded by the Human Services Development Branch of the National Institute of Mental Health (NIMH), the purpose of which was to provide a technology for use by consultants within youth-serving organizations in the diffusion and utilization of innovative programs. Guidelines derived from comparative follow-up studies of agencies that did not participate in the field experiment include the need to: (1) seek access to a group through the introduction of a trusted colleague and encourage the leader's cooperation by showing how a visit will benefit the leader's work; (2) select strategies for a group consultation through information supplied by a profile summary of how group members perceive group readiness to effect needed change; (3) identify in advance a group's most troubling needs; (4) assume that the more structured and goal-oriented groups will require a longer time to introduce and establish an innovative change; and (5) prepare strategies for identifying and handling obstacles that arise when certain innovations or changes are proposed. Additionally, reasons for the non-participation of groups in consultation efforts are listed and discussed. (Author)

ED 185 513 CS 005 376

*Green, G. M. And Others*

**Problems and Techniques of Text Analysis. Technical Report No. 168.**

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 80

Contract-400-76-0116

Note-173p.

Pub Type- Reports - Research (143) - Information Analyses (070)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors-Childrens Literature, Connected Discourse, Illustrations, Language Research, Layout (Publications), *Readability, *Reading Comprehension, Reading Materials, *Reading Research, *Sentence Structure, *Syntax, *Word Lists

Identifiers-*Center for the Study of Reading IL

This report describes the work of the text analysis groups of the Center for the Study of Reading, whose goals are to investigate the problem of reading comprehension from the standpoint of comparing properties of texts to the difficulty or ease of reading and to construct appropriate theories to account for text properties. The text analysis groups note that it is essential to develop tools not only for evaluating the difficulty level, but also for distinguishing challenging texts from confusing texts and for identifying sources of difficulty in given texts. The report discusses the groups' decision to analyze and collect a body of analyzed texts, with which to compare developing theories of text properties and their development of a system to annotate, store, and retrieve analysis of texts. Their method of text analysis is divided into lexical analysis, syntactic analysis, text-level inference analysis, and an illustration and layout analysis. Discussion of the properties of the texts of Hansel and Gretel,'' The Dog and the Cock,'' Babar Loses His Crown,'' and The Wonderful Desert'' are included. (MKM)

ED 185 603 CS 205 542

*Blake, Robert W., Ed.*

**Achieving Competency in Writing.**

New York State Association for Supervision and Curriculum Development.

Pub Date-79

Note-41p.

Journal Cit-Impact on Instructional Improvement; v15 n2 Win 1979

Pub Type- Collected Works - Serials (022) - Guides - Non-Classroom (055) - Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Competence, Elementary Secondary Education, *Minimum Competency Testing, Program Content, Program Descriptions, *Program Implementation, Remedial Instruction, Teaching Methods, Tutoring, *Writing (Composition), *Writing Instruction, *Writing Skills

The five articles in this journal issue are intended for use by school administrators, and provide information on how to organize effective programs for achieving student writing competency. The first article discusses the development of New York State's Preliminary and Regents Competency Tests in Writing, analyzes sample student responses to one test, suggests ways of improving student writing, and lists topics related to achieving writing skills that need to be addressed. The second article describes the development of one school writing program, identifies myths about the teaching of writing, describes in concrete terms the roles of teachers and students in a writing program, and

offers advice for establishing a similar program. The third article discusses how to prepare remedial students for essential writing competencies. The fourth article presents reasons for setting up a tutorial writing center, discusses the advantages of tutoring over regular classroom instruction, and describes how to train tutors. The final article analyzes the results of the Regents Competency Tests for students in one community, and concludes that teaching the mechanics of writing does not insure that students will be able to transfer the knowledge to the writing of entire compositions. (FL)

ED 185 624 CS 502 896

*Lifshitz, Paltiel Shulman, Gary M.*

**The Effect of Perceived Similarity/Dissimilarity on Confirmation/Disconfirmation Behaviors: Reciprocity or Compensation?**

Pub Date-Apr 80
Note-35p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Ocean City, MD, April 24-26, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Attitudes, College Students, *Congruence (Psychology), *Eye Fixations, Eye Movements, Feedback, Interaction Process Analysis, *Interpersonal Attraction, *Interpersonal Relationship, Males, Personal Space, Problem Solving, Reinforcement, Speech Communication, *Speech Habits
Identifiers-Communication Research

In an experiment studying the relationship between reciprocity and compensation in dyadic communication, 96 male college students were videotaped during hypothetical problem solving situations. An attitude scale was used to manipulate subjects' impressions of mutual similarity. Time was used to test development in the dependent variables confirmation, disconfirmation, and looking/mutual gaze behaviors. The results showed that verbal confirmation and disconfirmation were reciprocal; that verbal confirmation and gaze were slightly but positively and significantly related; and that reciprocity (on verbal confirmation) and compensation (on gaze) could be concurrent. The

findings also revealed that dyads with similar attitudes did not confirm more than dyads with dissimilar attitudes; conversely, dyads with dissimilar attitudes did not disconfirm more than dyads with similar attitudes. Subject behavior in the dissimilar attitudes condition showed significantly more mutual gaze. In contrast with previous studies, gaze seemed to communicate challenge rather than liking. It was suggested that compensation be seen as agency and reciprocity as communion. (RL)

ED 185 711 EC 123 488

*Drummond, Norman W.*

**Special Education in Australia: With Special Reference to Developments in the Education of the Handicapped in the Decade of Rehabilitation, 1970-1980.**

Royal Far West Childrn's Health Scheme, Manly (Australia).

Pub Date-78

Note-103p.

Pub Type- Historical Materials (060) - Books (010) - Reports - Descriptive (141)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Adult Education, *Disabilities, Early Childhood Education, *Educational Policy, *Educational Practices, Educational Research, Elementary Secondary Education, Foreign Countries, *Gifted, History, Models, Non English Speaking, Preschool Education, *Program Development, *Special Education, Talent Development, Teacher Education

Identifiers-Aboriginal People, *Australia

The paper explores special education in Australia during the period 1970-80. Separate sections discuss the following aspects: (1) beginnings of special education in Australia, (2) early developments in public provision for the education of handicapped children, (3) progress in the provision for special education during 1970-80 (including such activities as the appointment and report of the Australian Pre-Schools Committee), (4) policy in special education in Australia, (5) practice in special education in Australia, (6) teacher education and training, (7) continuation of education in adulthood, (8) research in education, and (9) the integration of services. A summary and comments are provided in a final section. The author concludes that the weakest area in the

provision of services is education of handicapped children from birth to 3 to 4 years. Appended are sections discussing the education of talented children, children from non-English speaking backgrounds, Aboriginal children, and R. Andrew's model illustrating the progression of the handicapped from school to work. (PHR)

ED 185 290 CE 024 550

*Verduin, John R., Jr.*

**Curriculum Building for Adult Learning.**

Southern Illinois Univ., Carbondale.

Pub Date-80

Note-183p.

Available from-Southern Illinois University Press, P.O. Box 3697, Carbondale, IL 62901 ($9.00)

Pub Type- Books (010) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors-*Adult Education, Adult Learning, *Adult Programs, Course Objectives, Cultural Influences, *Curriculum Design, *Curriculum Development, Delivery Systems, Educational Environment, *Educational Objectives, Formative Evaluation, Government School Relationship, Influences, Instructional Systems, Models, Philosophy, Relevance (Education), Social Influences, Summative Evaluation

This general curriculum model for adult and continuing education courses offers theoretical and practical models that provide a framework within which adult educators can make informed decisions about curriculum planning. Chapter 1 introduces the general curriculum model and its various elements. The following five chapters describe and explain the five major elements in the model: rationale (sociocultural factors, psycho-philosophical factors), outside political forces (governmental and private agencies and interest groups), goals, instruction and content organization, and evaluation. Designed to assist those faced with building a curriculum in making the transition from a theoretical model to actual curriculum work, the concluding chapter of the book offers some ideas on the application of the general model and various elements for use by the practicing adult education curriculum worker. (Author/YLB)

ED 185 311 CE 024 680

*Laitman-Ashley, Nancy M., Comp.*
**Women and Work: Paths to Power. A Symposium. Information Series No. 190.**
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Pub Date-79
Grant-NIE-G-78-0211
Note-81p.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($5.10)
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Adult Education, *Career Change, *Career Development, Careers, Conferences, *Employed Women, Employment Experience, Employment Level, *Employment Opportunities, Entry Workers, *Experiential Learning, Females, Individual Power, *Occupational Mobility, Promotion (Occupational), Reentry Workers

Focusing on five possible transition points in a woman's career, these five symposium papers explore some major problems that women encounter in career and job transitions and present existing and potential solutions and the extent to which women develop skills and abilities in one setting that are transferable to another situation. Priscilla Elfrey, Transition Point I presenter (initial entry), discusses the importance of power, including competence, confidence, and connections, in helping women obtain, progress, and change their jobs and careers. Carol Eliason, Transition Point II presenter (re-entry), stresses the need for women re-entering the work world to validate life skills. Joan Humphries (Transition Point III) suggests counseling/career services, training programs, educational and employment practices, and applied research activities to help women assess their career progression during this period of career advancement. To help women achieve upward mobility, Corrine Rieder, Transition Point IV presenter (job mobility), recommends two perspectives: an academic approach and a more personal experiential approach. Phillip Randall, Transition Point V presenter (pre- or post-employment), discusses the factors and events leading to post-retirement jobs and careers. He proposes work-, education-, and community-related approaches to helping older women returning to or changing in the paid labor force. (YLB)

ED 185 490                                                    CG 014 389

*Galford, Justin B.*

**Rich or Poor, A College Scholarship Is Possible: A Guide to Scholarships without Financial Need.**

Ellen Roberts Press, Livingston, N.J.

Spons Agency-Parsippany - Troy Hills Board of Education, Parsippany, N.J.

Pub Date-80

Note-32p

Available from-The Ellen Roberts Press, 7 North Drive, Livingston, NJ 07039 ($2.50)

Pub Type- Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Advanced Placement, Awards, *College Bound Students, *Educational Finance, Eligibility, Endowment Funds, Higher Education, Private Financial Support, *Scholarships, *Student Financial Aid, Tuition Grants, Veterans Education, *Work Study Programs

This guide focusses on the availability of college scholarships and financial aid to students without financial need. Scholarships available through merit programs, athletic programs and endowment funds are discussed. Names and addresses are provided for various organizations which offer scholarships to students based on eligibility as determined by ethnic or religious backgrounds, handicaps, or college majors and career choices. Other organizations cited in this guide offer scholarships to members and their families. Various programs through which the armed forces can pay college expenses are also described. Other methods of defraying the costs of a college education are discussed in this guide and include work-study programs, advanced placement, contest awards, and scholarship-matching funds. Names of contact persons as well as organizations which have developed computer banks of scholarship services are provided. (NRB)

ED 185 536 CS 005 412

*Morrison, Beverly*

# The Identification of Reading Skills Essential for Learning in Seven Content Areas at Postelementary Levels.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-WRDCIS-TR-528
Pub Date-Jan 80
Grant-OB-NIE-G-80-0117
Note-86p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Business Education, *Content Area Reading, English Instruction, Home Economics, Industrial Arts, Mathematics, Questionnaires, *Reading Comprehension, Reading Instruction, *Reading Research, *Reading Skills, Science Education, Secondary Education, Social Studies, *Study Skills, Surveys, Teacher Attitudes, *Vocabulary Skills, Word Study Skills

A questionnaire was designed to give content area teachers an opportunity to review 35 reading/learning skills that are necessary for vocabulary development, the comprehension of written materials, and the efficient use of study time. Over 400 secondary school teachers in seven content areas (English/language arts, social studies, science, mathematics, home economics, business education, and industrial arts) were asked to indicate the relevancy of each skill for learning their subject matter and their expectations of a student's ability with that skill. The data, analyzed across and within content areas, indicate widespread recognition of the relevancy of the reading/learning skills as well as the expectation that students will need help in applying these skills to learn content. (A copy of the questionnaire is included.) (Author/MKM)

ED 185 558 CS 205 469

**Teaching Your Child to Listen.**
Ferguson-Florissant School District, Ferguson, Mo.
Pub Date-79
Note-30p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Auditory Discrimination, *Early Childhood Education, *Language Acquisition, Learning Activities, *Listening, *Listening Comprehension, Listening Skills, *Memory, Parent Child Relationship, *Parent Participation, Teaching Methods, Validated Programs
Identifiers-National Diffusion Network

This guide was developed for parents of young children to help them improve the child's ability to listen, to discriminate different sounds, and to understand and remember what is heard. Background information on the development of listening skills is presented and general guidelines for conducting listening games are offered. Activities are presented in sections on careful listening, distinguishing sounds, rhyming sounds, and remembering. Checklists are provided for checking progress and for determining if a child has poor listening habits or a hearing problem. (MKM)

ED 185 777 EC 123 964

*Stennett, R. G. Isaacs, Lorna M.*

**Early Identification System: Preliminary Report. Research Report 79-04.**

London Board of Education (Ontario). Educational Research Services.

Pub Date-79

Note-26p.; See EC 123 966 for End of Year One Follow-Up Report.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Ability Identification, Academic Failure, *Evaluation Methods, Foreign Countries, *Handicap Identification, *Learning Problems, Primary Education, *Screening Tests, *Test Validity

Identifiers-*At Risk (for Handicap), *Ontario (London)

The preliminary report two-thirds of which consists of tabular data describes an early identification system used in London, Ontario (Canada) for kindergarten and first grade high risk students, and provides some data bearing on the internal consistency and concurrent validity of the system. Simple descriptive summaries of some characteristics of 5,413 students who were screened by the system are presented. High risk students were more likely than other students to be boys, in grade 1, over age for grade, and on the active caseload of the speech and language teachers. (Author/DLS)

ED 185 800 FL 010 727

*Gutow, Howard L., Ed. And Others*

**Cross Currents: Communication/Language/Cross-Cultural Skills. Vol. 6, No. 1.**

Language Inst. of Japan, Odawara.

Pub Date-79

Note-141p.

Available from-The Language Institute of Japan, 4-14-1 Shiroyama, Odawara, 250, Japan

Journal Cit-Cross Currents; v6 n1 1979

Pub Type- Collected Works - Serials (022) - Opinion Papers (120) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Audiolingual Methods, Book Reviews, *Cross Cultural Training, English, *English (Second Language), Humanistic Education, Inservice Education, Japanese, Language Patterns, Language Teachers, Listening Comprehension, *Second Language Instruction, *Second Language Learning, Second Language Programs, *Speech Communication, Teaching Methods, Values Clarification

Identifiers-*Japan

The articles in this cross-cultural journal deal with practical issues in second language instruction, English education, the needs of the language learners, principles governing the creation of word pairs, and the process of building in-service language programs. The following articles are included: (1) The Role of Redundancy, Function, and Paraphrase in Listening Comprehension,'' by M. Rost; (2) Case Study: An Exercise in Effective Communication,'' by J. B. Brown; (3) Communication and Values in the Classroom,'' by L. Davis and D. Keitges; (4) Japanese English Education: A Rationale for C-L/CLL Research,'' by K. Komiya; (5) Teaching: What We Assume and What We Do,'' by D. Freeman; (6) Ten Things I Have Learned About Learning a Foreign Language,'' by R. Showstack; (7) Why 'Bread and Butter'?'' by I. Horiguchi; and (8) Basic Requirements for In-Service Programs in Japanese Industry,'' by K. Takubo. There is a short summary of each article in Japanese. Book reviews of Modern English Letter Writing: A Guide for Japanese Businessmen,'' by T. Margolis, and Beyond Experience: The Experiential Approach to Cross-Cultural Education,'' edited by D. Batchelder and E. G. Warner, complete the volume. (AMH)

ED 185 234 CE 020 638

*Atteberry, Jim W. Tacker, Allen B.*

**Breaking Out: Improving Vocational Education in Correctional Institutions. A Project to Design and Develop a Comprehensive Master Plan of Vocational Education in the Correctional Institutions of Missouri. Final Report.**

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Grant-OEG-0-76-04703
Note-186p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)

**EDRS Price - MF01/PC08 Plus Postage.**
Descriptors-*Correctional Education, Correctional Institutions, Demography, Educational Improvement, Educational Needs, Individual Needs, Literature Reviews, *Master Plans, Needs Assessment, Prisoners, Program Design, *Program Development, Program Evaluation, Program Implementation, *Program Improvement, Recruitment, Selection, *Statewide Planning, *Vocational Education
Identifiers-*Missouri, Parolees

This final report of a research project to design and develop a master plan for vocational education in Missouri's correctional institutions is divided into five sections. Section 1 contains a rationale for the project and a summary of the literature regarding the role of vocational education in American penal institutions. A number of problem areas are identified. Section 2 provides a look at the Missouri prison system its organization, the nature of its inmate population, and an overview of its vocational education program. The section also details the operations of the project. Section 3 discusses in depth the needs for vocational education in the correctional systems. A combination of interviews with prison officials, surveys conducted among prisoners, and citations in the literature are used to outline considerations which must be given to the needs of inmates, the institutions, and society in designing a vocational education system. Section 4 examines the current functioning of the Missouri prison system with regard to vocational education. In section 5 a series of fifty-one recommendations are made covering all aspects of vocational education in Missouri's correctional institutions, most of which could be adapted for use in other states' correctional systems. (Author/YLB)

ED 185 252                                    CE 024 171

**Synthesizing the World of Work and the Liberal Arts. Career Education Program Project Performance Report. Final Report, October 1, 1977 to September 30, 1978.**

Denver Univ., Colo.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-30 Sep 78
Grant-G0077C0082
Note-116p.; For related documents see ED 132 284 and ED 138 786.
Pub Type- Reports - Research (143) - Reports - Descriptive (141) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Career Counseling, *Career Education, Conference Papers, Curriculum Development, Educational Change, Employment Opportunities, Graduate Surveys, Higher Education, *Liberal Arts, Program Descriptions, *Program Development, Questionnaires
Identifiers-Education Amendments 1974, University of Denver CO

During the first year of a career education project, the University of Denver integrated career concepts into the programs offered by 10 of the 23 liberal arts departments. The departments were Mathematics, English, Political Science, History, Sociology, Philosophy, Mass Communications, Theatre, Physics, and Anthropology. Program goals were to provide students with counseling assistance and information on job opportunities related to their academic major. The programs designed by each of the 10 departments reflect the nature of the discipline, student needs, and the level of faculty awareness. The varied departmental approaches to implementing career education into the curriculum included student career handbooks, seminar courses, alumni surveys, internships, and class projects. Three of the departments proposed specific curriculum revisions as part of their plan to integrate career education with the traditional academic program. In addition to philosophical problems, there were operational problems in introducing career education concepts within the liberal arts setting, such as heavy faculty workloads. The University instituted a major organizational change to support the project while the departmental programs drew upon community resources to reinforce the University/community linkage. (The appendix comprising approximately three-fourths of this report includes the following: Havelock's Dissemination Model, Mathematics/Computer Science alumni questionnaire with survey results, Mathematics Career Handbook, History Career Handbook, English career advising survey instrument with results, and two papers presented by Kenneth Hoyt: Paradoxes and Potential for Career Education in Higher Education, and Some Thoughts on Career Education and the Liberal Arts.) (EM)

ED 185 405 CE 025 092

**The People Speak: Proceedings of 20 Public Hearings on Vocational Education in Texas. September-October 1978.**

Texas Advisory Council for Technical - Vocational Education, Austin.
Pub Date-22 May 79
Note-103p.
Pub Type- Reports - Evaluative (142) - Collected Works - Proceedings (021)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Citizen Participation, *Community Involvement, Hearings, *Program Effectiveness, Program Improvement, School Community Relationship, *Vocational Education
Identifiers-*Texas

Proceedings are presented of twenty public hearings conducted by the advisory council for technical-vocational education in Texas. The objectives of the hearings were to provide an opportunity for citizens to give input as to needs, assessment of resources, and dialogue regarding technical-vocational, adult, and manpower programs. The first three sections included in the document present oral quotes from the hearings and is broken down into sixteen broad categories: quality/relevancy of education; need for skilled workers; image/attitudes; industry/education partnership; fundings; special groups; state administration; teachers' salaries, preparation, and certification/counseling; adult education; coordination between agencies/programs; new programs; and miscellaneous. The second portion of the document is comprised of written testimony submitted at the hearings and is divided into the same sixteen categories. A sub-part of section 2 presents the written reports of six study groups appointed to study specific topics. Study groups reporting were comprised of (1) administrators (educators), (2) business/industrial association, (3) manpower/Comprehensive Employment and Training Act/labor/state and federal agencies, (4) Parent Teacher Association/school board/parents/citizens, (5) students/former students, and (6) teachers. A final section gives testimony received from students and former students. (LRA)

ED 185 446 CG 014 293

*Puder, Robin S. Brody, Nathan*

**Satisfaction and Health Over 60: A Longitudinal Study.**

Note-19p.; Best copy available. Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Adult Development, *Attitudes, *Gerontology, Individual Characteristics, *Institutionalized Persons, Longitudinal Studies, *Older Adults, *Physical Health, Quality of Life, Research Needs

Identifiers-*Life Satisfaction

The growing body of gerontological research examining the correlates of life satisfaction indicates that physical health is its strongest correlate. Within this framework, the relationship between satisfaction and health among 29 institutionalized subjects was investigated through a longitudinal study. Unlike previous studies, objective measures of health were supplemented with subjective estimates. Unexpectedly, strong independence between satisfaction and objective estimates of health was found. The well-documented correlation between subjective estimates of health and life satisfaction suggests a larger attitudinal orientation toward life rather than an actual interaction between biology and psychology. There is a need for future studies supplementing subjective estimates with objective measures of satisfaction and health, as well as future studies employing a longitudinal design. (Author)

ED 185 581 CS 205 499

*Shackett, Phyllis*

**The Tutoring Experience'' The Use of a Handbook With Writing Lab Tutors.**

Pub Date-Mar 80

Note-8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Guides, Higher Education, *Laboratory Manuals, Tutoring, *Tutors, Writing (Composition), *Writing Instruction

Identifiers-*Writing Laboratories

A writing lab director's rationale for the development and use of a tutors' handbook emphasizes its function as a time-saver for all those involved in the lab and as a morale builder for the tutors. The handbook relates information about the paperwork involved in the lab and about the definition, purpose, and advantages of tutoring. Other benefits derived from use of the handbook include specifying goals for tutors and giving them a sense of security. The handbook is introduced at an initial orientation period, freeing later orientation time for reviewing resource materials and discussing negative student attitudes. The long-range effectiveness of the handbook cannot yet be gauged, but it appears to be more effective than a series of individual handout sheets and has been enthusiastically received by the tutoring staff. (AEA)

ED 185 646 EA 012 575

*Stefonek, Tom*

**Effective Management in Contracting Public Organizations.**

Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.

Report NO.-WSDPI-Bull-0263

Pub Date-Aug 79

Note-35p.; Information Series; v7 n3 Aug 79.

Pub Type- Information Analyses (070) - Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Administrative Organization, Declining Enrollment, Educational Resources, Elementary Secondary Education, Enrollment, *Enrollment Trends, Financial Problems, Higher Education, Literature Reviews, *Organizational Theories, *Reduction in Force, *Retrenchment, *School Closing

Identifiers-*New York (New York), *Wisconsin

The first half of this paper reviews the school enrollment trend in the state of Wisconsin and discusses the implications of school closings. It offers planning suggestions to local districts in light of statewide declining enrollments. The second half of the paper a review of recent literature related to cutback management'' is presented to assist local personnel in understanding how organizations react to diminishing populations. Some of the areas explored include organizational decline and resource scarcity, organizational responses to municipal budget decreases, the closing of government facilities, public policy and program termination, cutbacks in the private university, and strategies for reduction in force. (Author/LD)

ED 185 668 EA 012 601

Project SAFE Pub Date- 80
Note-8p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Administrator Characteristics, *Administrator Evaluation, Administrator Responsibility, Administrator Role, Elementary Secondary Education, *Feedback, Personality Traits, *Principals, Program Descriptions, Teacher Administrator Relationship, Teacher Attitudes
Identifiers-Survey of Administrative Functional Efficiency

After a brief explanation of Project SAFE (Survey of Administrative Functional Efficiency) as a system designed to provide necessary feedback to school principals, the author lists the components of the project: (1) a confidential report to the principal summarizing the results of administering the SAFE instrument in the school, (2) a profile of the staff's view of the ideal principal and how the participating principal compared to it, and (3) feedback on how teachers might attempt to improve selected situations at the school. The author then lists dissertations completed as Project SAFE research and their findings. The research concerns the relationship between the administrative functioning of principals and other variables such as demographic variables and desired personality traits. One study found significant personality trait predictors of principals' efficiency for eight different principal functions. Another examined the impact of a communications and leadership training program on teachers' views of ideal principal personality traits and found no effects. (Author/JM)

ED 185 329 CE 024 789

**Energy: ECCMC Special Bibliography in Vocational & Career Education.**
Illinois State Board of Education, Springfield. East Central Curriculum Management Center.
Pub Date-Apr 80
Note-21p.; For a related document see ED 167 779.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Annotated Bibliographies, *Career Education, Citations (References), Elementary Secondary Education, *Energy Conservation, Environmental Education, Natural Resources, Postsecondary Education, *Solar Radiation, *Vocational Education

This annotated bibliography lists materials in the field of energy that would be of use to vocational and career educators. Materials included in the guide focus on areas such as solar energy, energy and agriculture, natural energy sources, and energy and the environment. All materials listed are available on a thirty-day loan from East Central Curriculum Management Center. (LRA)

ED 185 349 CE 024 839

*Jones, Joan Simon*

**Vocational Education in Corrections: An Interpretation of Current Problems and Issues. National Study of Vocational Education in Corrections. Technical Report No. 1.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Dec 77
Note-57p.; For related documents see CE 024 840-841 and ED 151 569.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($3.80)
Pub Type- Information Analyses (070) - Reports - Research (143)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Attitude Change, Community Involvement, Community Programs, *Correctional Education, *Correctional Institutions, Delivery Systems, Literature Reviews, *Models, Needs Assessment, Prisoners, *Program Descriptions, Program Design, Program Development, Program Evaluation, Surveys, *Vocational Education, *Vocational Rehabilitation

This review and synthesis of the literature on correctional vocational education includes historical documents, recent surveys and reports, journal articles, dissertations, and speeches and presentations which were located by computer-assisted and manual searches of these data bases: Abstracts of Instructional and Research Materials in Vocational and Technical Education, Educational Resources Information Center, National Technical Information Services, Comprehensive Dissertation Abstracts, and National Criminal Justice Reference Service. To describe the state-of-the-art of vocational education in corrections, the review discusses surveys, reports, programs, and models which address these three charges'' made by researchers and program planners to the educational community and the community at large: to defuse the psychology of retribution, to establish job market-relevant, community-based vocational education programs, and to establish effective in-prison programs with high quality program design and delivery, needs assessment, and evaluation. Listings give the references that were reviewed and additional references that provide relevant discussion. (This and two other technical reports are included in the final report, ED 151 569.) (YLB)

ED 185 424 CE 025 192

*Selz, Nina Jones, Joan Simon*

**Adult Learning: Implications for Research and Policy in the Eighties. A Symposium. Information Series No. 194.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Grant-NIE-G-78-0211

Note-48p.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($3.25)

Pub Type- Collected Works - Proceedings (021) - Collected Works - Serials (022) - Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Adult Education, *Adult Learning, Conferences, *Educational Policy, *Educational Research

Themes and thoughts (rather than a literal transcription of proceedings) are presented on a symposium held in November, 1979, on the research, policy, and practice of adult learning. Participants were federal officers, adult education professors, researchers in business and education, and policy developers. The symposium was organized around four major areas: (1) current events in adult education; (2) issues concerning the translation of research into practice; (3) policy implications; and (4) the future of adult learning. Each area was addressed by a panel with comments from the audience. The document is divided into three parts: the symposium and a general overview, the main meeting discussion summaries, and specific recommendations and written reactions to the meeting. Names and addresses of the participants are appended. (MEK)

ED 185 514 CS 005 377

*Green, G. M. And Others*

**Analysis of Babar Loses His Crown.'' Technical Report No. 169.**

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Contract-400-76-0116
Note-89p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Childrens Literature, Connected Discourse, *Discourse Analysis, Illustrations, Language Research, Layout (Publications), *Readability, Reading Comprehension, Reading Materials, *Reading Research, Sentence Structure, *Syntax, *Word Lists
Identifiers-*Center for the Study of Reading IL

This report presents the text analysis of Babar Loses His Crown,'' a story for beginning readers. (The techniques used in arriving at the analysis are presented in a Reading Center Technical Report, Number 168, Problems and Techniques of Text Analysis.'') Tables are given for a statistical lexical analysis and for a syntactic analysis. Analyses of text level properties, such as intermediate level plot structure, highest level plot summary, story grammar, and text connective inference are also included. An examination of the illustrations and layout includes reports on the relation between texts and illustration, analysis of the layout, analysis of sentences interrupted by line ends, and analysis of illustrations and graphics. (MKM)

ED 185 559 CS 205 472

*Bloom, Lynn Z.*

**The Composing Processes of Anxious and Non-Anxious Writers: A Naturalistic Study.**

Pub Date-Mar 80

Note-25p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Anxiety, *Behavior Change, *Behavior Patterns, Case Studies, College Students, Educational Research, *Inhibition, Observation, *Writing (Composition), Writing Instruction

Identifiers-*Composition Process, Writing Apprehension, *Writing Research

Case studies of the writing habits exhibited by anxious and nonanxious writers in workshops to reduce writing apprehension and in regular literature/composition classes have revealed how certain aspects of the composing processes of anxious writers differed from those of nonanxious writers. Some of the common problems were the lack of structured writing times, procrastination, and distractions. The writers who overcame their problems often needed help only to organize their writing tasks into discrete steps or to budget their time properly. Such case studies are theoretically and pedagogically useful to writing teachers, because they can show discrepancies between writers' perceptions of their effectiveness and their actual performances throughout their writing processes. When teachers record naturalistic observations of writers at work, they invite self-evaluation by anxious writers to modify work habits and streamline the writing process. In this way, students' writing apprehensions decrease, and some of them learn to enjoy writing. (RL)

**Education Division General Administrative Regulations (EDGAR). Part II. Department of Health, Education, and Welfare, Office of Education.**

National Archives and Records Services (GSA), Washington, D.C. Office of the Federal Register.
Pub Date-3 Apr 80
Note-141p.; Not available in paper copy due to marginal legibility of original document.
Journal Cit-Federal Register; vol 45 n66 p22494-631 Apr 3 1980
Pub Type- Legal/Legislative/Regulatory Materials (090)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Compliance (Legal), Elementary Secondary Education, *Federal Legislation, *Federal Regulation, *Grants, Higher Education, Legal Responsibility, *State Programs

The Education Division of the Department of Health, Education, and Welfare issues these general regulations to apply to direct grant and state programs administered by the Education Division. These regulations provide general rules on how to apply for grants and subgrants, how grants and subgrants are made, the general conditions that apply to grantees and subgrantees, the administrative responsibilities of grantees and subgrantees, and the compliance procedures used by the Education Division. Rules that apply only to a particular program are included in separate regulations for that program. (Author)

ED 185 733 EC 123 572

*Barnard, Diane G. And Others*

**The Elementary Learning Disabilities Classroom Curriculum Guide of the Grosse Pointe Public School System.**

Grosse Pointe Public School System, Mich.
Pub Date-79
Note-156p.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-Art, *Behavioral Objectives, Career Education, Communication Skills, Curriculum Guides, Elementary Education, *Individualized Instruction, Instructional Materials, *Learning Disabilities, Mathematics, Music, Physical Education, *Precision Teaching, Reading, Sciences, Sequential Learning, Social Studies, Teaching Methods, Writing (Composition)

The elementary learning disabilities classroom curriculum guide is designed to provide individualization through precision teaching and to provide a scope and sequence which permits some skills to be continued throughout the elementary program. A list of performance objectives is provided in each of the following skill areas: cognitive/perceptual motor readiness skills; reading; mathematics; communication skills (listening, speaking, written expression, handwriting, spelling); social studies; science; social/emotional; career education; and physical education, art, and music. A philosophy statement precedes each of the skill area lists. A review of selected materials and teaching methods for each of the skill areas is appended as well as forms for monitoring student progress in the skill areas. (PHR)

ED 185 755 EC 123 910

*Thurlow, Martha L. Yesseldyke, James E.*

**Current Assessment and Decision-Making Practices in Model Programs for the Learning Disabled.**

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report NO.-IRLD-RR-11
Pub Date-Aug 79
Contract-300-77-0491
Note-42p.; See also EC 123 901-925.
Pub Type- Information Analyses (070) - Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Demonstration Programs, *Evaluation Methods, Exceptional Child Research, *Learning Disabilities, *Student Evaluation, *Student Placement

Data from questionnaires completed by 44 Child Service Demonstration Centers were analyzed, providing information on the number of children served, the definition of LD (learning disabilities) used. the kinds of assessment data collected and the purpose for which they were used, the specific assessment devices used to collect data and the purpose for which they were used, the typical composition of the placement team, and the major sequential steps in the assessment/decision making process. Results suggested that assessment and decision making in the field of learning disabilities are characterized by variability and inconsistency. (Author)

ED 185 778

EC 123 965

*Isaacs, Lorna M. Stennett, R. G.*

**Whose Problem Is It? Yours, Mine or Ours. An Exercise in Shared Responsibility. Research Report 79-10.**

London Board of Education (Ontario). Educational Research Services.

Pub Date-79

Note-14p.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Educational Cooperation, Elementary Secondary Education, Foreign Countries, Intervention, *Learning Problems, *Remedial Instruction, Remedial Programs, *Resource Room Programs, *Resource Teachers, Teachers

Identifiers-*Ontario (London)

The report half of which consists of appendixes describes a pilot project in London, Ontario (Canada) designed to examine the issues involved in including constant communication and cooperation between classroom teachers (CTs) and learning resource teachers (LRTs) as part of the remedial process for students with learning problems. A series of seven intervention steps developed for each LRT to structure the remedial process to ensure involvement of the CT are outlined. Findings are discussed in terms of LRT/CT agreement about the student's problem and negotiation of the intervention plan, communication with the student, monitoring the program, and followup. Several problems encountered by the LRTs during the intervention procedure are examined. Various forms are appended. (DLS)

ED 185 271 CE 024 481

*Kreps, Alice Roelofs Dreith, Rita Vallero*

**Community Living Skills Guide: Looking Good: Hygiene.**

Metropolitan State Coll., Denver, Colo.
Pub Date- 76
Note-18p.; For related documents see CE 024 470-488 and CE 024 490-493.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Adult Education, Behavioral Objectives, Class Activities, Course Descriptions, Curriculum Guides, Daily Living Skills, Dental Health, *Developmental Disabilities, Guidelines, Habit Formation, *Hygiene, Individualized Instruction, Institutionalized Persons, Learning Activities, Lesson Plans, *Normalization (Handicapped), Rehabilitation, Residential Programs, *Self Care Skills, Teaching Guides

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, Looking Good: Hygiene. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. Goals and objectives for the course include awareness of the reason for the need to have a clean body, knowledge of procedures for cleanliness, and development of a workable day schedule of hygiene. Contents include a test for the course and lesson plans for eight steps'' (hygiene, bathing or showering, cleaning, shaving and brushing teeth, hair care, extras, cleanliness and clothes, and celebrations of cleanliness) with teacher notes, classroom activities, homework assignments, and handouts. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

ED 185 291 CE 024 576

*Stauffer, James D.*

**The Community, The County Prison and You... A Study of the Involvement of Community Agencies in County Correctional Programs. A 309 Adult Education Special Project.**

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.

Pub Date-16 Jun 76

Note-38p.; Photographs will not reproduce well.

Available from-Lancaster-Lebanon Intermediate Unit, 1110 Enterprise Rd., East Petersburg, PA 17520 ($1.50).

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Adult Education, *Community Involvement, Community Organizations, *Correctional Education, *Correctional Institutions, County Programs, Institutional Environment, Local Government, Prisoners, Public Relations

Through description and discussion of the county prison's setting and potential for adult education, this booklet presents guidelines for successful correctional services. (It was designed as a supplement to a community-centered county correctional workshop.) An introductory section describes the prison setting including regulation of Pennsylvania county prisons, classification of prison populations, and description of the typical county jail (problems, policies, philosophy, etc.). Adult education in county prisons is discussed from the standpoint of the problems of inmates, educational procedures peculiar to prison environments, and suggested curriculum possibilities. Notes on counseling services list types of client crises and types of counseling needed. Under Vocational Programs'' the unemployment syndrome, vocational screening systems, and various types of occupational training opportunities are described. The need for promoting public awareness is emphasized in the section on community involvement followed by an outline of contacts which potentially have something to offer any county prison in terms of services. Topic headings are education programs, business and industry, local government officials, federal and state agencies, and local and municipal services agencies. A final section on challenges discusses federal, state, and local funding sources with notes on making programs work. (JT)

ED 185 367 CE 024 916

*Scott, Robert E.*

Final Report on Minimum Work Expectations of Recent Kansas State Univ., Manhattan. Dept. of Adult and Occupational Education.

Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.

Pub Date-29 Dec 78

Note-77p.

Pub Type- Reports - Research (143) - Reports - Evaluative (142) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-*Associate Degrees, Educational Research, *Employment Qualifications, Entry Workers, Graduate Surveys, *Job Skills, Minimum Competencies, *Nurses, *Nurses Aides, Nursing Education, Postsecondary Education, *Practical Nurses, Vocational Education

Identifiers-Kansas

To determine the importance of job tasks and/or activities for the nurse aide, the licensed practical nurse (LPN), and the associate degree nurse (ADN), nursing instructors, LPNs and employers were surveyed in Kansas in 1978 using a minimum work behavior expectation instrument. Respondents were asked to rate approximately 200 discrete job tasks and/or activities. Instructors saw a rather clear separation of activities depending upon the level or type of instructional program. Recently graduated LPNs who were also surveyed with regard to attitudes toward selected work activities indicated having learned all but one of ninety-eight activities (administering alcohol baths) through their nursing education program. A strong correlation was found between those job activities considered to be of greatest importance and how well LPNs felt they were performing a given task. Devoting additional student learner practice time to joh activities in which LPNs showed least self-confidence seemed to be indicated. (Appendixes, amounting to over one-half of the report, include tables with nursing instructors' and LPN graduates' percentage rating concerning work expectations, the questionnaire, and task lists for nurse aide, LPN, and ADN.) (YLB)

ED 185 387 CE 024 986

**Status of Vocational Education in FY 1978. A Report to the Congress by the U.S. Commissioner of Education.**

Office of Education (DHEW), Washington, D.C.
Pub Date- 79
Note-203p.; Some pages throughout this document will not reproduce well due to light and broken type.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-Displaced Homemakers, Educational Cooperation, Educational Legislation, Educationally Disadvantaged, Enrollment, Evaluation, Expenditures, *Federal Legislation, Federal Programs, Minority Groups, *National Programs, Nontraditional Occupations, Postsecondary Education, *Program Effectiveness, Program Evaluation, Resource Allocation, School Business Relationship, Secondary Education, Sex Discrimination, Sex Fairness, Sex Stereotypes, *State Programs, *Vocational Education
Identifiers-Management Evaluation Review Compliance Quality, State Advisory Councils, Vocational Education Amendments 1976, Vocational Education Data Reporting Accounting

Covering 1978, the first year that vocational programs and related activities were supported under P.L. 94-482, this report describes the impact for each section of the Vocational Education Amendments of 1976 on the growth and development of vocational and technical education. Materials, divided into two sections on state vocational and national programs, are presented in the same order that they appear in the act to provide easy access. These results are reported: an all-time high total enrollment, increased male and female enrollment in nontraditional vocational programs, increased enrollment of disadvantaged and minority students, nearly 2,250,000 program completers at all levels, and appropriations and expenditures for vocational education totaling over 5.6 billion dollars. These other specific topics are emphasized: expansion of state advisory councils on vocational education for broader representation of business, labor, educational, and minority interests; states' assessment by Management Evaluation Review for Compliance Quality; implementation of displaced homemaker programs; and development and operation of a Vocational Education Data Reporting and Accounting System. (YLB)

ED 185 469 CG 014 321

*McCune, Shirley Matthews, Martha*

**The Context of Title IX: Outline and Participants' Materials for Generic Session One. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators.**

National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.

Spons Agency-Council of Chief State School Officers, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-Sep 78

Contract-300-76-0456

Note-76p.; For related documents see CG 014 322-326, ED 155 498-508 and CG 014 392.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type- Guides - General (050)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Educational Legislation, Elementary Secondary Education, *Equal Education, *Federal Legislation, Inservice Education, Program Implementation, School Personnel, *Sex Discrimination, Sex Role, *Social Bias, Staff Development, *Student School Relationship, Workshops

Identifiers-*Title IX Education Amendments 1972

This workshop package is designed to assist those persons responsible for the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in elementary and secondary school settings. The objectives of this first workshop session include providing participants with: (1) an opportunity to assess personal awareness of differential treatment of males and females in their schools and the impact of Title IX; (2) a review of Title IX and federal antidiscrimination laws, as well as personal skills in discrimination identification; (3) an understanding of differential sex-role socialization as manifested in the schools; and (4) strategies for setting goals for nonsexist education. Additionally, a comprehensive step-by-step session outline and participant worksheets are provided as aids for workshop facilitators. (Author/HLM)

ED 185 491 CG 014 401

*Wolf, John C.*

**The Tests of General Educational Development in Differential Prediction of Two-Year College Academic Performance.**

Pub Date-26 Mar 80

Note-13p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Atlanta, GA, March 26-29, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*College Freshmen, Grade Equivalent Scores, *Grade Point Average, *Predictive Measurement, *Predictor Variables, Research Projects, *Test Reliability, Two Year Colleges

The predictive value of the high-school-level battery of the tests of General Educational Development (GED) for two-year college academic performance was investigated. GED tests scores were examined to determine if they could substitute for a complete high school record as a source of predictor data. Student record data from a registrar's office of a community college was evaluated. The results support the premise that the GED is a valid and positive predictor of first semester, two-year college GPA. There were no significant differences between academic performance of high achool graduates and non-high school graduate GED recipients in the study. (Author/BCR)

ED 185 537 CS 005 414

*Kamm, Karlyn*

**Strategies for Implementing Skill-Based Reading Instruction.**

Wisconsin Univ., Madison. Research and Development Center for
Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-WRDCIS-TR-533
Pub Date-Mar 80
Grant-OB-NIE-G-80-0117
Note-59p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive
(141)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Content Area Reading, Educational Change, *Educational
Objectives, *Inservice Teacher Education, *Program Implementation,
*Reading Programs, *Reading Skills, Teaching Methods

Practical strategies for implementing a skill-centered approach to reading instruction are discussed in this paper. The first two strategies presented pertain to the beginning implementation stage: making a commitment to a skills approach and paying attention to principles for educational change. Sections are included on whole-staff involvement in the whole-school reading program, maintaining the whole-school reading program, and refining the whole-school reading program. Emphasis is placed on the importance of inservice work in implementing the program. (MKM)

ED 185 582 CS 205 500

*Landwehr, John*

**Generative Rhetoric-Sentence Combining: A New Approach to Expository Writing.**

Pub Date-Mar 80

Note-17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Course Descriptions, *Generative Grammar, Higher Education, Sentence Combining, Teaching Methods, *Writing (Composition), *Writing Instruction

The freshman composition course at Mayville State College (North Dakota) progresses from basic grammar to sentence combining to the development of expository writing skills based on the principles of generative rhetoric. The course begins with a brief review of grammar, emphasizing the phrase, clause, and sentence, and then moves on to the process of sentence combining. The next phase of the course introduces generative rhetoric, including the cumulative sentence, the general idea stated in the base clause, and the more specific details developed in the phrases and clauses of the lower levels, either coordinately or subordinately. Once students have grasped this idea, they begin to work with constructions that authors commonly use, including the noun phrase, the absolute, and the verbal phrase. Constant writing assignments serve to strengthen the skills they have learned. Once they have mastered sentence construction, they then apply the same principles of construction to the development of paragraphs. They learn to take a single word or idea, add several coordinate or subordinate ideas to produce a good sentence, and then to expand this sentence into a paragraph. After learning to write a good paragraph, they are taught how to apply the skills to answering essay test questions from other disciplines. The course concludes with an introduction to reading fiction and poetry, with an emphasis on authors' use of variety in sentence structure. (FL)

ED 185 604 CS 502 852

*Francesconi, Robert*

**Justificatory Rhetoric and Institutional Legitimation: A Case Study.**

Pub Date-Apr 80
Note-20p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Birmingham, AL, April 8-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Activism, Civil Rights, Court Litigation, Decision Making, *Due Process, *Government Role, *Persuasive Discourse, *Policy Formation, Political Issues, *Rhetoric, Speech Communication, *State Action
Identifiers-*Justificatory Rhetoric

To widen the concept of justificatory rhetoric (which has previously been considered as a presidential rhetorical form delivered in a context of foreign policy emergency) and to show some of its inherent hazards, this paper analyzes a 1978 address by Governor James Hunt of North Carolina, in which he justified his decision not to pardon the demonstrators known as the Wilmington Ten but instead to reduce some of their prison sentences. The paper begins by explaining the Wilmington Ten case and the circumstances that led to Hunt's decision to take executive action in it. It then outlines characteristics of justificatory rhetoric it justifies an action already taken or in progress, it takes place in a context demanding immediate action, the crisis situation is removed in space from those asked to accept the justification, the action is based on little information and contemplation, and its themes are based on the themes of free world leadership and antagonism to Communism and shows how Hunt's address represents a domestic version of the presidential justificatory form. Finally, the paper considers Hunt's purpose as expressed in the address, shows that his strategic approach was to defend the mechanism of government and the judiciary from outside attack, and assesses Hunt's strategy as one that steered toward the solution of the legitimation crisis in a self-serving way. (GT)

ED 185 625 CS 502 897

*Larson, Charles U.*

**The Status of Mass Media Coverage of Campaign '80.**

Pub Date-Apr 80
Note-11p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 10-12, 1980).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Communication (Thought Transfer), Comparative Analysis, *Elections, Information Sources, *News Media, *Political Influences, *Politics, United States History
Identifiers-*Media Effects, *Presidential Campaigns

Some of the similarities and differences in the news media coverage of the United States presidential campaign of 1980 are discussed in this paper. Among the differences related are the loss of the symbolic power of the primary elections, which forced the media to look for significant trends elsewhere; the mixture of politics with the entertainment media, best epitomized by cartoonist Garry Trudeau's endorsement of candidate John Anderson in his cartoon strip; and the candidates' return to the use of the talking head'' format for television spot commercials in preference to the minidocumentary'' spots of earlier campaigns. Among the similarities noted are the post-primary television news features and computerized vote projections, the use of candidates' pictures on the covers of national news magazines, the extended Sunday television interview programs featuring candidates, and the television spot commercial featuring celebrities. The paper then offers an explanation of the media coverage of the 1980 campaign based on the theory of James Barber, which holds that in presidential campaigns, a 12-year cycle exists consisting of three stages ''conflict,'' conscious,'' and conciliation.'' (FL)

ED 185 647 EA 012 576

**Building for School and Community. V: Sweden.**

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date-79

Note-175p.; Occasional pages may not reproduce clearly.

Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, DC 20006 ($10.50)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Community Coordination, *Community Services, *Educational Facilities Planning, Elementary Secondary Education, Foreign Countries, *Shared Facilities, Urban Improvement, *Urban Planning, Urban Renewal

Identifiers-*Sweden

In recent years a number of industrialized countries have developed projects that in one way or another associate school buildings with community facilities designed for different functions or uses. The texts brought together in the present volume concern Sweden, which acted as the host country for a symposium held in 1976 on School and Community Building in Relation to Urban Dynamics.'' The papers are preceded by a brief description of the general context and trends of coordination in Sweden. Three of the papers are devoted to experiences in Goteborg, Sweden's second largest city. The first, Policies for the Provision of Facilities in the Development of the City of Goteborg,'' examines the general problems of facilities planning in a big city. It is followed by a descriptive study, Rannebergen Centrum,'' an example of the way in which the facilities problems of new housing estates in the periphery of a city are handled. The third paper, Planning Process of the Coordinated Centre of Vastra Frolunda,'' is more methodological and describes how the lessons learned from previous experience were applied to a new project. The volume ends with an account of two recent projects in Upplands Vasby that show clearly that coordination does not necessarily have to result in large complexes but can be achieved also on a small scale in the form of dispersed neighborhood units. (Author/MLF)

ED 185 712 EC 123 522

*Bagley, Richard And Others*

**Identifying the Talented and Gifted Students. Oregon Series on Talented and Gifted Education.**

Northwest Regional Educational Lab., Portland, Oreg.; Oregon State Dept. of Education, Salem. Office of Talented and Gifted Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-G007800756
Note-78p.; For related information, see EC 123 523-531.
Available from-Office of Marketing, Northwest Regional Educational Laboratory, 710 S.W. 2nd Ave., Portland, OR 97204 ($2.95 each; $26.55 for the full set)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Academically Gifted, Academic Aptitude, Art, Creative Thinking, Cultural Differences, *Definitions, Elementary Secondary Education, *Gifted, Intelligence, Leadership Qualities, *State Standards, *Student Characteristics, Student Evaluation, *Talent, *Talent Identification, Underachievement
Identifiers-*Oregon

Part of a set of 10 booklets on talented and gifted education, the booklet discusses the identification of talented and gifted students. A definition of talented and gifted students is offered, and its implications for school programs considered. State of Oregon guidelines for talented and gifted programs are presented. General and specific characteristics of talented and gifted students are listed and discussed, with methods of evaluation given for the areas of general intellectual ability, specific academic aptitude, creative and productive thinking, leadership ability, and visual and performing arts. Culturally different and underachieving talented and gifted students are also discussed. The value of a systematic nondiscriminatory approach to identification is stressed. Included in the appendixes are various forms and guidelines pertaining to the identification of gifted and talented students. (DLS)

ED 185 312 CE 024 687

*Roveland, Richard M.*

**A Guide to Career and Occupational Information. BLMI Report FY 1980 No. 27.**

New York State Dept. of Labor, Albany. Research and Statistics Office.

Spons Agency-New York State Occupational Information Coordinating Committee, Albany.

Pub Date-Jan 80

Note-47p.

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Career Education, *Career Planning, *Educational Opportunities, Employment Opportunities, Employment Patterns, Employment Projections, Employment Qualifications, *Information Sources, *Job Search Methods, Labor Economics, Labor Force, *Labor Market, Labor Needs, Labor Supply, *Occupational Information, Publications, Resource Materials

Identifiers-New York

This guide provides a handy reference to major sources of information dealing with career planning, educational opportunities, occupational supply and demand, job characteristics, and the job search. Prepared for the New York State Occupational Information Coordinating Committee, this directory contains, whenever possible, sources relating to New York rather than more generalized information. These 240 publications that are available to the public from federal and New York agencies, publishers, associations, and private organizations are described and listed in alphabetical order. Following the title of each item is the source or abbreviated identifier for a government source (a key is provided). Each item is also designated as being most useful to one or more of three segments of the career information audience: direct participants in the labor market (job or career seekers), labor market intermediaries (counselors, job placement personnel, teachers), or planners and administrators. A subject guide by topics precedes the list of publications and groups them into these eight areas: occupational demand, occupational supply, occupational characteristics, education and training, labor force demographics and economic trends, job search, career and vocational planning, and other information (special groups and miscellaneous). (YLB)

ED 185 330 CE 024 794

*Peterson, Richard E.*

**Lifelong Learning: Some Challenges of the 1980's.**

Pub Date-Feb 80

Note-21p.; Paper presented at the Annual Meeting of the Southern Regional Assembly of the College Board (Biloxi, MS, February 20-22, 1980).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Adult Education, Adult Vocational Education, Church Role, College Role, *Community Education, Definitions, Educational Policy, Illiteracy, Independent Study, *Lifelong Learning, Low Income Groups, Professional Continuing Education, Volunteers

New efforts need to be made, the author contends, by nonschool organizations as well as schools and colleges, in order to meet the challenges of community and adult education. These efforts range from serving the needs of the professional for continuing education to the basic education needs of low income and/or illiterate adults. Viewing lifelong learning as an organizational principle, a two-part typology of sources of education and learning (labeled deliberate education and learning and unintentional learning) is set forth. A subcategory of deliberate education, individually used sources, is hypothesized to account for nearly all of the 80% of adult learners engaged in do it yourself'' or independent learning identified in surveys conducted by Tough (1971) and Penland (1977). Among ten challenges proposed for the 1980's are the establishment of educational brokering agencies, the facilitation of independent learning and unintentional learning, the use of volunteers (especially the elderly) in all phases of the educational process, and seeking expanded roles for churches. Colleges are challenged to assume the leadership role in forming Community Lifelong Learning Councils, which would plan and coordinate activities designed to meet diverse learning needs in communities. (MEK)

ED 185 406 CE 025 106

*Santamour, Miles B. West, Bernadette*

**Retardation and Criminal Justice. A Training Manual for Criminal Justice Personnel.**

New Jersey Association for Retarded Citizens, New Brunswick.

Spons Agency-New Jersey State Law Enforcement Planning Agency, Trenton.; President's Committee on Mental Retardation, Washington, D.C.

Pub Date-Sep 79

Note-63p.

Available from-NJARC Criminal Justice Education Project, 1400 Cedar Lane, Trenton, NJ 08610 ($2.50; 150 or more, $2.00 each; 1,000 or more, $1.75 each plus shipping; 5,000 or more, $1.00 each plus shipping).

Pub Type- Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors-Civil Rights, Correctional Education, *Correctional Rehabilitation, *Criminals, Disabilities, Exceptional Persons, Justice, *Mental Retardation, Rehabilitation Programs, Social Problems, *Vocational Rehabilitation

This training manual for criminal justice personnel addresses three general areas: (1) the nature of mental retardation and its relationship to criminal behavior, (2) the history and extent of the problem of the retarded offender, and (3) mechanisms for the delivery of services to this group of offenders. The manual is divided into twelve chapters designed to correct the injustices caused by failure to recognize the offender as being a retarded person or by an unfamiliarity with the nature of retardation and how to deal with this special problem. Chapter titles include Introduction: Why This Manual?; Tom P.: A Case History; Mentally Retarded Citizens: Who Are They?; Myths and Facts; Mentally Retarded Offenders: Who Are They?; A Discussion of the Problems and Issues of Mentally Retarded Offenders; Problems of Identification: Mentally Retarded Offenders; A Clinical and Practical Discussion of Retardation and Criminal Behavior; Retarded Offenders: Habilitative Program Development; Legal Rights; and Other Associated Disabilities. A bibliography is included. (LRA)

ED 185 447 CG 014 294

*Whitcomb, Debra And Others*
**Stop Rape Crisis Center: An Exemplary Project.**
Abt Associates, Inc. Cambridge, Mass.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Oct 79
Contract-J-LEAA-030-76
Note-90p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 027-000-00868-2).
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Agency Cooperation, *Agency Role, Counseling Services, Crime, *Crisis Intervention, *Demonstration Programs, Females, Program Descriptions, Program Design, *Public Agencies, *Rape, Social Problems, Social Responsibility
Identifiers-*Louisiana (Baton Rouge)

An exemplary project, the Stop Rape Crisis Center in Baton Rouge, Louisiana, which was initially funded by the Law Enforcement Assistance Administration (LEAA), is described. Issues addressed include the following: (1) initial start-up and continuing program assessment; (2) staffing and the use of volunteers; (3) coordination with law enforcement agencies and the medical community; (4) education efforts with the public; and (5) costs and budgeting. The appendices contain sample volunteer application forms, victim and counselor report forms, the rape evidence kit, and training materials. (Author/HLM)

ED 185 669 EA 012 602

*Moran, K. D. McGhehey, M. A.*

**The Legal Aspects of School Communications.**

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-80
Note-105p.
Available from-National Organization on Legal Problems of Education, 5401 Southwest Seventh Avenue, Topeka, KS 66606 ($6.95)
Pub Type- Legal/Legislative/Regulatory Materials (090)
**Document Not Available from EDRS.**
Descriptors-*Boards of Education, *Communication (Thought Transfer), *Court Litigation, Elementary Secondary Education, *Freedom of Speech, Higher Education, School Community Relationship, School Newspapers, *Student Publications, Teacher Administrator Relationship, *Teachers

This monograph offers an analysis of the legal aspects of school communications. Many of the cases analyzed originated from communication by individuals, including school district employees, board of education members, students, and school patrons. Some of the topics covered include defamation, libel and slander, application and abuse of privilege, freedom of student expression, publications, board of education communications, employee communications, and communications with the public. (Author/LD)

ED 185 692 EA 012 637

**School Program Development Manual for Schools Funded Through the Consolidated Application 1980-81.**

California State Dept. of Education, Sacramento.
Pub Date-80
Note-62p.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.50)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Advisory Committees, Cooperative Programs, Curriculum Development, Educational Planning, Elementary Secondary Education, Financial Support, Instructional Improvement, *Planning, Program Descriptions, *Program Design, *Program Improvement, *State Federal Aid
Identifiers-Elementary Secondary Education Act

This manual was designed to assist schools receiving consolidated application funding in their development of a comprehensive educational program and in their writing of a school plan to reflect that program. The funds administered through the consolidated application are from both state and federal programs designed to improve the quality of the school program. The task of those participating in the consolidated application funding program is to examine the effectiveness of the school program and its responsiveness to student needs, interests, and ways of learning, and then to restructure the existing program to make it as effective and responsive as possible. Chapter 1 describes the program requirements to be met in operating programs through the consolidated application. Chapter 2 contains a summary of requirements that a written plan must meet. The appendices are basic educational references chosen to assist program planners. The programs included in the consolidated application include the School Improvement Program; Titles I, IV-B, and IV-C of the Elementary Secondary Education Act; the California State Compensatory Education Program; the Limited-English-Speaking Program; the Non-English-Speaking Program; California State Preschool Funding; the American Indian Education Program; the Miller-Unruh Program; and the staff development programs funded by California Assembly Bill 551. (Author/JM)

ED 185 756 EC 123 911

*Deno, Stanley L. And Others*

**Experimental Analysis of Program Components: An Approach to Research in CSDC's.**

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington. D.C.

Report NO.-IRLD-RR-12

Pub Date-Aug 79

Contract-300-77-0491

Note-26p.; See also EC 123 901-925.

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Disabilities, Learning Disabilities, *Program Evaluation, *Research Methodology

Identifiers-Program Component Research

The monograph describes an approach to special education research that addresses both the promise of immediate payoff for decision makers inherent in program evaluation/validation, and the need to identify effective intervention variables of model programs that could be incorporated into other service settings. The approach, termed program component research,'' is illustrated in a successful Child Service Demonstration Center for Children with Learning Disabilities. The application of program component research demonstrates that experimental research can be integrated within existing programs in such a way to benefit both research and service. (CL)

ED 185 801 FL 010 881

**Languages for the World of Work. Final Report.**

Olympus Research Corp., Salt Lake City, Utah.

Spons Agency-Division of Manpower Development and Training. , BAVT.; Wyoming State Dept. of Education, Cheyenne.
Pub Date-Jun 76
Note-371p.; Not available in paper copy because of poor reproducibility of original document. For related documents, see ED 116 507, ED 119 501, and ED 149 606.
Pub Type- Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Business, *Career Education, College Second Language Programs, *Educational Cooperation, Employment Opportunities, Federal Government, Material Development, *Needs Assessment, *Personnel Needs, *Program Development, *Second Language Instruction, Surveys
Identifiers-*Linkage

A study was conducted preliminary to establishing a linkage between the needs of business and government for personnel qualified in foreign languages on the one hand, and the need for career opportunities for college students studying foreign languages on the other. This volume reports on the accomplishments of each phase of the study. The initial phase consisted of a survey of the literature, to be embodied in an annotated bibliography. The government and business sectors were then queried extensively on their needs for foreign-language-trained personnel. Finally, the results of this needs assessment coalesced into models for curriculum and material development. The project is seen as paving the way for a working relationship among the business,

government, and academic sectors, whose mutual lack of communication has in the past resulted in wasted talent and training on the one hand, and imperfectly met personnel needs on the other. (JB)

ED 185 235 CE 021 404

**IVA: Improving Vocational Administration.**

EPD Consortium D, Richardson, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 79
Grant-G007701875
Note-672p.; Not available in paper copy due to colored paper. For a related document see ED 171 944.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.**
Descriptors-Administrative Organization, *Administrator Education, Advisory Committees, Answer Keys, Curriculum Guides, *Educational Administration, Educational Finance, Educational Objectives, Federal Legislation, Instructional Materials, Learning Activities, *Management Development, Money Management, Program Administration, Program Budgeting, Program Development, *Supervision, Tests, Transparencies, *Vocational Education

These six instructional units are intended to provide instructors of vocational education administration with a systematic package of materials for their programs of preservice and/or inservice instruction and to provide materials which could be reproduced for learner use. These units cover the following subject matter: (1) federal legislation affecting vocational education; (2) funding and fiscal management of vocational education; (3) advisory councils to vocational education; (4) organizational and administrative structure of vocational education; (5) administration and supervision of vocational education programs; and (6) planning vocational education programs. Since no specific sequencing is required, each unit can be used independently. The unit format includes description, goal, and objectives; resource readings; learner activities; and self-assessment and answer key. Transparency masters that were developed to facilitate the presentation of the subject matter are appended. (BM)

ED 185 253 CE 024 242

*Vettickal, Joseph T.*

**Lifelong Learning Is It an Enigma or a Myth for Disadvantaged American Adults?**

Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date-80

Note-30p.; Paper presented at The Lifelong Learning Research Conference (College Park, MD, February 1-2, 1980).

Pub Type- Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Adult Basic Education, *Adult Education, Adults, Adult Students, Definitions, *Disadvantaged, *Dropouts, Educational Legislation, Elementary Secondary Education, Federal Legislation, *Lifelong Learning, Nonformal Education, Nontraditional Education, Postsecondary Education, *Public Policy

Lifelong learning should be viewed only as a master concept for education the principle on which overall organization of the system is founded to improve the individual's quality of life. A literature search found confusing definitions of lifelong learning, global implications of the concept, and little information about what the public needs and wants to support this view. The lifelong learning provisions of the Higher Education Amendments of 1976 concentrated on the adult population, yet the states vary tremendously in their commitment to adult learners. Special attention should be given to the 52 million adults who have not completed high school; educational alternatives for this group should be explored, especially those that might be offered by postsecondary institutions. The lifelong learning cycle should start with the 16 million three- to sixteen-year-olds, then the 20 million adults who have less than an eighth grade education, then the others who are at poverty level, then the remainder who have less than a high school education, and finally those who are registered in schools and higher education institutions. All adult education programs should be coordinated, from adult basic through higher education, under one umbrella Adult Basic and Continuing Education at the federal level. (MEK)

**Standards for Vocational Education Programs in Correctional Institutions. National Study of Vocational Education in Corrections. Technical Report No. 2.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Dec 77
Note-26p.; For related documents see CE 024 839, CE 024 841, and ED 151 569.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($2.20)
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Business, Community Relations, *Correctional Education, *Correctional Institutions, Facility Planning, Financial Policy, *Guidelines, Job Placement, Objectives, Program Administration, Program Descriptions, Program Evaluation, *Standards, Student Evaluation, Student Placement, Teacher Evaluation, Teachers, Teacher Selection, *Vocational Education, Vocational Rehabilitation

This set of thirty-four national standards for vocational education programs in corrections describes a set of ideal conditions in five areas of vocational education program operations within a correctional institution or system. By providing ideals to which existing conditions and objectives can be compared for evaluation purposes, the standards should help corrections personnel establish goals and develop guidelines for programs of occupational training. The standards are grouped into these five areas of program operations: curriculum and instruction (5), students (9), staff (5), organization and administration (11), and physical plant, equipment, and supplies (4). Standards for curriculum and instruction deal with program descriptions, objectives, and methods and procedures. Orientation, placement, evaluation, and follow-up are included under standards related to students. Standards involving staff have to do with selection and preparation, salary, professional growth, business and industry involvement, and evaluation. Organization and administration standards deal with the staffs of advisory boards, committees, and administraton; financial policies; community relations; planning, research, and development; evaluation; and discrimination. Standards dealing with physical plant, equipment, and supplies relate to planning and safety and health conditions. Discussion follows each standard. (This and two other technical reports are included in the final report, ED 151 569.) (YLB)

ED 185 425 CE 025 209

**Bearings and Seals. FOS: Fundamentals of Service.**
John Deere Co., Moline, Ill.
Pub Date-80
Note-87p.; For related documents see CE 024 540-546, CE 024 797-798, and CE 025 210-214.
Available from-John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave., Moline, IL 61265 (order no. FOS-54B; $4.25, 10 or more $3.19 each; supplementary slide set $50.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Agricultural Education, Agricultural Engineering, Auto Mechanics, Engines, Equipment Maintenance, Industrial Arts, Postsecondary Education, *Power Technology, Secondary Education, *Vocational Education
Identifiers-*Bearings, *Seals (Mechanics)

This manual on bearings and seals is one of a series of power mechanics texts and visual aids for use in training for the servicing of automotive and off-the-road farm and industrial machines. Materials provide basic information and illustrations for use by vocational students and teachers as well as shop servicemen and laymen. Focusing on bearings, the first of two parts addresses topics such as types of bearings, loads on bearings, plain bearings (bushings), diagnosis of plain bearing failures, trouble shooting of plain bearings, anti-friction bearings, bearing capacities, types of ball bearings, types of roller bearings, types of needle bearings, maintenance of anti-friction bearings, diagnosis of failures, lubrication of anti-friction bearings, installation of anti-friction bearings, and trouble shooting of anti-friction bearings. Part 2 focuses on seals and addresses topics such as types of seals, how seals are selected, dynamic seals, radial lip seals, exclusion seals, clearance seals, ring seals, face seals, compression packings, molded packings, diaphragm seals, static seals, nonmetallic gaskets, metallic gaskets, static O-rings, engine cylinder head gaskets, sealants, hardening-type sealants, nonhardening sealants, and tape sealants. Each part concludes with test questions. Answers to the test questions are appended. (A supplementary set of 35mm color slides is also available see availability note.) (LRA)

ED 185 515 CS 005 379

*Green, G. M. And Others*

**Analysis of The Wonderful Desert.'' Technical Report No. 170.**

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 80

Contract-400-76-0116

Note-47p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Connected Discourse, *Discourse Analysis, Instructional Materials, Language Research, Layout (Publications), *Paragraph Composition, *Readability, Reading Comprehension, *Reading Research, Sentence Structure, *Syntax, *Word Lists

Identifiers-*Center for the Study of Reading IL

This report presents a text analysis of The Wonderful Desert,'' a brief selection from the Reader's Digest Skill Builder'' series. (The techniques used in arriving at the analysis are presented in a Reading Center Technical Report, Number 168, Problems and Techniques of Text Analysis.'') Tables are given for a statistical lexical analysis and for a syntactic analysis. Analyses of text level properties include an analysis of text structure, paragraph analysis and expository description, and an analysis of discourse properties, rhetorical devices and text-connective inferences. An analysis of the layout includes reviews of illustrations and graphics, the text layout, and sentences containing line breaks. (MKM)

ED 185 560 CS 205 473

*White, Virginia P.*
**Grants for the Arts.**
Pub Date-80
Note-360p.
Available from-Plenum Publishing Corporation, 227 West 17th St., New York, NY 10011 ($19.50 cloth)
Pub Type- Books (010) - Guides - General (050) - Reference Materials (130)
**Document Not Available from EDRS.**
Descriptors *Artists, Cultural Activities, Cultural Enrichment, *Financial Support, *Fine Arts, *Grants, *Grantsmanship, Literature, Program Proposals, *Proposal Writing

Support for work in the arts is examined, noting the specific ways of obtaining this support from both the public and private sectors. The major sources of information on grants and grantsmanship are listed, including libraries and their resources, professional associations, workshops, institutes, subscription information services, news media, programs, and catalogs. A section on government support of the arts contains a history of how government support developed, the kinds of programs that provide arts funding through selected government agencies, and listings of state and local programs. Similar sections provide information sources about support of the arts by foundations and corporations. A section on applications offers guidelines on what to do before, during, and after writing individual and organizational proposals. Six appendixes list state and jurisdictional arts agencies, state education agency arts directors/coordinators, state humanities committees, reference collections operated by the Foundation Center, regional cooperating collections, acronyms used in arts grantsmanship, and the regional offices of the Department of Health, Education, and Welfare. (RL)

ED 185 734 EC 123 573

*Canning, Jean And Others*

**The IEP Parent Involvement Training Guide.**

New Jersey State Dept. of Education, Trenton.; Northeast Regional Resource Center, Hightstown, N.J.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Oct 79
Contract-300-77-0537
Note-119p.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Definitions, *Disabilities, Educational Legislation, Instructional Materials, Parent Conferences, *Parent Education, *Parent Participation, *Training Methods, Training Objectives
Identifiers-*Individualized Education Programs

Methods and materials for training parents to become involved in the development of an individualized educational program (IEP) for their handicapped children are presented. An introductory section details the goals and objectives of the program, describes parent involvement, and discusses the use of the training guide. Six training units explore the following topics (sample activities in parentheses): (1) getting acquainted (introductions), (2) IEP and the law (review of federal laws and New Jersey state regulations), (3) understanding IEP terms (glossary puzzle), (4) the IEP in the local special education process (review of the process), (5) anatomy of an IEP (IEP self evaluation), and (6) at the IEP meeting (ways to prepare and suggestions for participation). Each section has an introduction and a form for evaluating the unit. A list of annotated references on the laws regarding IEPs are included. (PHR)

ED 185 779 EC 123 966

*Stennett, R. G. Isaacs, Lorna M.*
**Early Identification: End of Year One Follow-Up. Research Report 79-14.**
London Board of Education (Ontario). Educational Research Services.
Pub Date-79
Note-11p.; See EC 123 964 for Preliminary Report.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Ability Identification, Academic Failure, *Evaluation Methods, Foreign Countries, *Handicap Identification, *Learning Problems, *Predictive Validity, Primary Education, *Screening Tests, Test Validity
Identifiers-*At Risk (for Handicap), *Ontario (London)

The paper reports on a 1 year followup study to establish the short term predictive validity of an early identification system used in London, Ontario (Canada) for kindergarten and first grade high risk students. Ratings of the students by the evaluation teams in January were compared with the students' actual placements as of the following September. Results suggested that the identification system had a satisfactory level of both short term validity and efficiency. A number of limitations of the study indicated a need for further evaluation. (Author/DLS)

ED 185 368 CE 024 921

*Albracht, James, Ed.*

**Kansas Vocational Agriculture Education. Basic Core Curriculum Project, Horticulture I.**

Kansas State Univ., Manhattan. Dept. of Adult and Occupational Education.

Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
Note-330p.; Not available in paper copy due to colored paper. For related documents see CE 024 922-923.
Available from-Vocational Curriculum Materials Center, Pittsburg State University, Pittsburg, KS 66762
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Agricultural Education, Agricultural Engineering, Career Planning, Course Content, Floriculture, Greenhouses, Grounds Keepers, High Schools, *Horticulture, Landscaping, Learning Activities, Nurseries (Horticulture), Ornamental Horticulture, Plant Growth, Plant Identification, State Curriculum Guides, Student Organizations, Supervised Farm Practice, Teaching Guides, Units of Study, *Vocational Education
Identifiers-Kansas

This secondary horticulture curriculum guide is one of a set of three designated as the basic core of instruction for horticulture programs in Kansas. Units of instruction are presented in thirteen sections: (1) Orientation and Careers, (2) Leadership and Future Farmers of America, (3) Supervised Occupational Experience Program, (4) Plant Classification, (5) Plant Growth and Development, (6) Nursery Operations, (7) Greenhouses, (8) Floriculture, (9) Landscape Nursery, (10) Lawn Maintenance, (11) Vegetable Production, (12) Fruit Production, and (13) Horticulture Mechanics. Each unit is comprised of the following parts: terminal objective, specific objectives, information sheets, assignment sheets, and unit test. (LRA)

ED 185 492 CG 014 403

*Mason, Barry C.*
**An Experiment in Cross-Age Peer Interaction.**
Pub Date- 79
Note-41p.; Best copy available.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Adolescents, *Cross Age Teaching, *Developmental Programs, Elementary Education, Grade 6, High School Students, *Interaction, *Leadership Training, Peer Counseling, *Peer Teaching, Secondary Education, Youth Leaders

A program of aiding sixth grade adolescent development by using high school student leaders to interact with them is described. The development of the program, screening procedures for peer leaders, training outline for leadership and communication skills, and evaluations are presented. Tables of peer interaction evaluation, staff evaluation forms, and trainer evaluation forms are included. (BCR)

ED 185 272 CE 024 482

*Kreps, Alice Roelofs*

**Community Living Skills Guide: Money Management I.**
Metropolitan State Coll., Denver, Colo.
Pub Date- 76
Note-12p.; For related documents see CE 024 470-488 and CE 024 490-493.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Addition, *Adult Education, Behavioral Objectives, Class Activities, Course Descriptions, Curriculum Guides, *Daily Living Skills, *Developmental Disabilities, Guidelines, Individualized Instruction, Institutionalized Persons, Learning Activities, Lesson Plans, *Money Management, *Normalization (Handicapped), Rehabilitation, Residential Programs, Subtraction, Teaching Guides
Identifiers-College for Living, Metropolitan State College CO

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, Money Management I. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. Contents include an instrument for evaluation of skills and objectives, activities, and exercises/problems for each of these seven steps involved in the course: recognition of coins, values of individual coins, making change for dimes and quarters, change for fifty cents, change for a dollar, change for $5.00/$10.00, and addition and change making. A worksheet on addition and subtraction with money is also given. The course, Money Management II, is available as CE 024 483. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

ED 185 292 CE 024 588

*Atkinson, Donald R.*

**Design, Development, and Evaluation of Career Education Materials for Adult Farmworkers with Limited English-Speaking Ability Who Return to Formal Education. Final Report, Volume I.**

California Univ., Santa Barbara.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.--498AH70019
Pub Date-May 79
Grant-G007701372
Note-197p.; For related documents see CE 024 589-590.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC08 Plus Postage.**
Descriptors-Adult Education, *Adults, *Agricultural Laborers, *Bilingual Education, *Career Education, *Curriculum Development, Occupational Aspiration, Occupational Information, Participant Satisfaction, Program Effectiveness, Program Evaluation, Self Concept, *Spanish Speaking, Vocational Maturity

A project was conducted to design, develop, and evaluate the effectiveness of bilingual (Spanish and English) career education materials for adult farmworkers with limited English-speaking ability. A career education manual, a series of audio- and video-taped interviews with former farmworkers employed in various job cluster areas, and a curriculum guide incorporating the manual and taped interviews were developed and field-tested. Volunteer adult farmworkers attending one of two existing education programs were assigned to either a career education class (utilizing the above curriculum materials) or a waiting list control group. A pre-posttest control group experimental design was used to evaluate the impact of the course on each student's knowledge of career information, realistic career alternatives, educational and vocational aspirations/expectations, career maturity, and self-esteem. Results of field-testing at both sites indicated that the amount of career information obtained by the students in the career education course was significantly greater than the control group students. The career education course did not appear to have a similar positive effect on the other major dependent variables. The students, however, did indicate that they were very satisfied with the utility, helpfulness, clarity, and realism of the course. (Author/BM)

*Syhlman, William D.*
**Designing Training Plans for Distributive Education. Final Report.**
Eastern Washington Univ., Cheney.
Spons Agency-Washington State Commission for Vocational Education, Olympia.
Note-447p.; Not available in paper copy due to light and broken type.
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Advertising, Agricultural Supplies, Business, Check Lists, Clothing, Competency Based Education, Construction Materials, *Cooperative Education, *Distributive Education, Educational Planning, Experiential Learning, Fashion Industry, Financial Services, Food Service, Home Furnishings, Hotels, Industry, Insurance, *Job Skills, *Marketing, Merchandising, Minimum Competencies, Motor Vehicles, On the Job Training, Petroleum Industry, Real Estate, Recreation, Secondary Education, Transportation, Work Experience
Identifiers-Distributive Education Clubs of America, Entrepreneurs

These distributive education training and development plans for secondary-level programs provide lists of competencies a student needs to hold a job in sales and marketing occupational areas. The design of the training plans is based on a pyramid'' which incorporates the following five sections or levels of competencies (from general to specific): large group basic, small group occupational code, individual special code, DECA (Distributive Education Clubs of America), and on-the-job-individual competencies which may be identified by the coordinator or employer. Each of the training plans follows this format: name and occupational code, occupational description, sample job tasks and responsibilities, and competency checklists upon which are to be indicated the means of mastering the competencies (the five levels of the pyramid), and a final student evaluation form to scale traits and work habits/abilities. The twenty-two areas are advertising and display services; apparel and accessories marketing; vehicles and accessories marketing; finance and credit services; floristry, farm, and garden materials marketing; food marketing; food services marketing; general merchandise retailing; hardware and building supplies marketing; home furnishings marketing; hotel, motel, and lodging services; industrial and institutional marketing; insurance; international marketing; personal services marketing; petroleum marketing; real estate marketing; recreational marketing; transportation and travel marketing; business services marketing; business ownership (entrepreneurship); and general marketing. (YLB)

ED 185 448 CG 014 295

*Kaplan, Barbara Hade And Others*

**Informal Helping Networks.**

University of Southern California, Los Angeles. Ethel Percy Andrus Gerontology Center.
Spons Agency-Administration on Aging (DHEW), Washington, D.C.
Pub Date-27 Nov 79
Note-13p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Behavior Patterns, Friendship, *Individual Needs, Life Style, Medical Services, *Networks, *Older Adults, *Participation, Public Agencies, Research Reports, *Social Services, Use Studies, Welfare Agencies

An area probability sample of 200 elderly residents, living in two California cities, were interviewed to determine the nature of informal helping networks enabling them to maintain independence, specifically the relationship between involvement in informal helping networks and utilization of social and health services. Preliminary findings suggest that the majority receive help from at least one other person, and one-third are engaged in a mutual exchange relationship. Transportation is the most frequently cited type of help. One-fourth of the sample's respondents were characterized as high risk, and the majority of individuals received personal, labor intensive support from family, friends, and neighbors. Sample respondents use formal services infrequently. Forty percent of the respondents indicated that, in times of crisis, they rely exclusively on informal helping supports; another 40% receive augmenting help from the formal service network; the remaining 20% felt they would have to rely completely on the formal service network. (Author)

ED 185 470 CG 014 322

*Matthews, Martha*

**The Title IX Regulation and Grievance Process: Outline and Participants' Materials for Generic Session Two. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators.**

National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.

Spons Agency-Council of Chief State School Officers, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-Sep 78

Contract-300-76-0456

Note-115p.; For related documents see CG 014 321-326, ED 155 498-508 and CG 014 392.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type- Guides - General (050)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Educational Legislation, Elementary Secondary Education, *Equal Education, *Federal Legislation, *Grievance Procedures, Inservice Education, *Problem Solving, School Personnel, *Sex Discrimination, Skill Development, *Social Bias, Staff Development, Workshops

Identifiers-*Title IX Education Amendments 1972

This workshop package is designed to assist those persons responsible for the implementation of Title IX of the Education Amendments of 1972 in elementary and secondary school settings. The objectives of this second workshop session include helping participants to: (1) review requirements of the regulation to implement Title IX; (2) assess their own understandings of Title IX; (3) understand the significance of Title IX grievance procedures; (4) gain information regarding the structural components of effective grievance procedures; (5) develop skills related to potential responsibilities for grievance problem solving; and (6) increase skills in identifying Title IX violations and in formulating corrective or remedial actions. Additionally, a comprehensive, step-by-step session outline and participant worksheets are provided as aids for workshop facilitators. (Author/HLM)

ED 185 538 CS 005 416

*Price, Gary G. And Others*

**Organizational and Instructional Features That Affect Grade 2 and Grade 5 Reading Achievement in IGE Schools.**

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report NO.-WRDCIS-TR-510

Pub Date-Apr 80

Grant-OB-NIE-G-80-0117

Note-45p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Achievement Gains, Grade 2, Grade 5, Individualized Instruction, *Individualized Reading, Models, *Program Evaluation, Program Implementation, *Reading Achievement, *Reading Programs, Reading Research, Teaching Methods

Identifiers-*Individually Guided Education

The relationship between the organizational and instructional features of IGE (Individually Guided Education) schools and the reading achievement of second and fifth grade students is discussed. A theoretical model of how variations in different organizational and instructional features would be linked is presented and evaluated in terms of how adequately it fits data obtained from the schools. The results of the causal analysis used suggest that the instructional and organizational features, as measured in this study, are not able to account for much of the variance associated with the reading achievement of the second and fifth grade students. (Author/MKM)

ED 185 583 CS 205 501

*Prince, Gilbert*

**The Bible as Literature: Coping with Sectarian Interpretations.**

Pub Date-Feb 80

Note-10p.; Paper presented at the Annual Meeting of the California Association of Teachers of English (22nd, Los Angeles, CA, February 15-17, 1980).

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Biblical Literature, Figurative Language, Higher Education, *Literary Criticism, *Literature Appreciation, *Student Attitudes, Teaching Methods

Sectarian interpretation of presumption is a major problem facing the teacher of the Bible as literature. Students should be made aware of the pitfalls of interpreting the text from a theological point of view, including over interpretation'' or adding details to scripture, a reliance on poetic license, and an unfamiliarity with basic Biblical terminology. Four levels of reading literal, figurative, allegorical, and typological can be exemplified by several scripture passages, and the notion of the Bible as propaganda can be discussed. (AEA)

ED 185 605 CS 502 854

*Maidment, Robert*
**Straight Talk: A Communication Primer.**
National Association of Secondary School Principals, Reston, Va.
Pub Date 80
Note-18p.
Available from-National Association of Secondary School Principals,
Publications Sales, 1904 Association Dr., Reston, VA 22091 ($1.00)
Pub Type- Guides - General (050)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Communication (Thought Transfer), *Communication Problems, Elementary Secondary Education, Interaction, *Interpersonal Competence, Interpersonal Relationship, *Interprofessional Relationship, *Speech Communication, *Student Teacher Relationship, Teacher Administrator Relationship

Using typical statements made by teachers and school administrators as examples, this self-help primer offers tips for developing conversational patterns that promote interpersonal understanding. The tips are designed to help readers learn about 40 effective conversational habits, including being specific, talking sparingly, admitting mistakes, listening actively, accepting compliments appropriately, using humor productively, being venturesome, accepting others' uniqueness, taking the initiative, and avoiding such blocks to communication as minimizing other people, threatening, scapegoating, belittling, committing verbal abuse, using sarcasm, and giving advice. For each conversational habit dealt with, the primer offers a brief discussion of it and presents sample statements representing preferred and nonpreferred ways of talking to another person. (GT)

ED 185 626 CS 502 898

*Brownlee, Don Brownlee, Susan*
Communication Training for Pre-Law Students Pub Date-Apr 80
Note-17p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Birmingham, AL, April 8-11, 1980).

Pub Type- Reference Materials - Bibliographies (131) - Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Communication Skills, *Curriculum Development, *Educational Needs, Educational Research, Higher Education, Law Schools, Law Students, Lawyers, *Legal Education, Professional Education, School Surveys, *Speech Communication, *Verbal Ability

Although the study of communication has been consistently recognized as a vital segment of legal training, it has not been universally adopted as part of the law school curriculum. A survey of 150 law schools was designed to determine the communication skills and training necessary for competent performance in both law school and professional practice. Of the 84 responding schools, 81 schools provided usable data. The findings of the survey confirmed the contention that some aspects of communication training are viewed as highly relevant to the formal education of an attorney. The five communication topics considered most important were basic argumentation, listening, principles of persuasion, interviewing, and structuring messages and speeches. These topics are generally taught in a variety of communication courses; but they are rarely applied to the legal setting in those classes, suggesting that the usual communication course may be inadequate preparation for prelaw students. (A bibliography on legal communication is attached.) (RL)

ED 185 648 EA 012 577

*Frechtling, Joy Frankel, Steven*

**An Evaluation of Textbook Costs, Usage, and Needs.**

Montgomery County Public Schools, Rockville, Md.
Pub Date-Apr 79
Note-60p.
Pub Type- Reports - Research (143) - Reports - Descriptive (141) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Administrator Attitudes, *Budgeting, *Cost Effectiveness, Cost Estimates, *Costs, Elementary Secondary Education, Instructional Materials, Long Range Planning, *Needs Assessment, School Surveys, Tables (Data), Teacher Attitudes, *Textbooks, Textbook Standards

One purpose of this study was to examine the adequacy of existing policies regarding the provision of textbooks in a large suburban school district. Another purpose was to determine the cost of meeting a proposed standard for textbook availability, namely, that every student should be provided with copies of the texts he or she uses in all basic academic subjects. Data were gathered from two sources: a survey of teachers and administrators in a sample of 25 schools and an analysis of expenditures for textbooks and other instructional materials. Results showed that needs varied sharply by both grade level and subject matter, with the greatest needs found at the middle or junior high school level. The study also provides descriptive information on textbook usage for classroom and out-of-classroom experiences as well as data on the need for supplementary materials. Extensive tables are included and the appendix offers an alternative cost analysis and a summary of findings. (Author/LD)

ED 185 670 EA 012 603

*Matthai, Robert A.*

**Energy and the Cultural Community. A Report to the National Endowment for the Arts.**

Spons Agency-EXXON Corp., New York, N.Y.; National Endowment for the Arts, Washington, D.C.

Pub Date-Apr 79

Note-35p.; Research was conducted through the Arts/Energy Study in Flushing, NY.

Pub Type- Reports - Research (143) - Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Archives, *Art, Artists, *Arts Centers, Building Design, Climate Control, Community, *Cultural Centers, Culture, Efficiency, *Energy Conservation, *Facilities, Federal Regulation, Libraries, Museums, *Needs Assessment, Public Agencies, Technical Assistance, Theater Arts

Identifiers-Energy Requirements

This report is an assessment of the energy needs and concerns of the United States cultural community: performing and visual arts groups, museums, historic properties, archives, libraries, community arts centers, zoos, aquariums, scientific collections, auditoriums, and individual artists and craftsmen. The findings and recommendations represent a distillation of the experience, ideas, and concerns of 25 cultural service organizations, 18 government agencies, and 27 cultural institutions, all of which are listed in the appendix. It was found that there are six energy-related issues that are relevant to all types of cultural institutions and groups in all parts of the country: (1) rising energy costs, (2) threats posed by energy shortages, (3) energy legislation and regulations, (4) energy-related information and technical assistance, (5) alternate energy sources, and (6) energy-efficient architecture and design. Recommendations are made regarding steps that government agencies, cultural service organizations, cultural institutions, and individuals might take to help resolve these issues. (Author/MLF)

ED 185 713 EC 123 523

*Haisley, Fay Wilhelmi, George*

**Administering Policy for Talented and Gifted Education. Oregon Series on Talented and Gifted Education.**

Northwest Regional Educational Lab., Portland, Oreg.; Oregon State Dept. of Education, Salem. Office of Talented and Gifted Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-G007800756
Note-46p.; For related information, see EC 123 522-531.
Available from-Office of Marketing, Northwest Regional Educational Laboratory, 710 S.W. 2nd Ave., Portland, OR 97204 ($2.95 each; $26.55 for the full set)
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Academically Gifted, Community Role, *Educational Administration, *Educational Policy, Elementary Secondary Education, *Gifted, Nontraditional Education, *Policy Formation, Program Development, Resource Room Programs, *Talent, Team Teaching
Identifiers-Individualized Education Programs, *Oregon

Part of a 10 booklet series on talented and gifted education, the booklet discusses developing and administering policy for talented and gifted students. Some aspects to be considered before implementing a new policy are considered, including social issues, administrative concerns, trends in talented and gifted programs, and instructional provisions. The difference between policy and administrative procedures is examined, along with procedures for policy development and program development and administration. Some brief case studies illustrate problems and procedures in gifted and talented policy administration. Other aspects considered include individualized education programs, resource rooms, the community role, and alternative program options such as team teaching, demonstration classrooms, and alternative schools. A bibliography and a list of sources of information on talented and gifted are included. (DLS)

ED 185 331 CE 024 795

*Schultz, Jerelyn B. And Others*

**Quantity and Quality: Status of Local Secondary Advisory Councils.**

Pub Date-80
Note-23p.; Paper presented at the American Educational Research Association Annual Meeting (Boston, MA, April 8, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Advisory Committees, *Evaluation, *Participant Satisfaction, *Secondary Education, *Teacher Attitudes, *Vocational Education
Identifiers-*Iowa

A study was conducted to determine the status of local secondary vocational education advisory councils in Iowa. Phase 1 of the study surveyed 709 secondary vocational education programs to identify programs utilizing local advisory councils, composition of these councils, and names of leading council members. Phase 2 collected data from 218 teachers and 160 council members relating to council operation procedures, council effectiveness, and satisfaction with the council. Of the 709 teachers responding to the survey, 431 indicated their program utilized a local advisory council. The distribution of the respondents by areas was 231 from agriculture, 47 from distributive education, 3 from health, 271 from home economics, 51 from office, 97 from trades and industry, and 9 from multioccupational programs. A representative council met once or twice during the year and contained eight members. The typical council included one professional educator, four employers, and various other types of members based on program area. The second phase of the study revealed a need for local advisory councils to strengthen their operational activities. On a statewide basis there seems to be a need for more programs to provide a formalized orientation for new council members. (LRA)

ED 185 407 CE 025 118

*Hoyt, Kenneth B.*

**El Conocimiento Ocupacional y del Yo para los Grupos Especiales. Monografias sobre el Conocimiento Ocupacional y del Yo.**

Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-24p.; For a related document see ED 132 428.
Language-Spanish
Pub Type- Collected Works - General (020) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Career Education, Definitions, *Disabilities, *Educational Needs, Elementary Secondary Education, Employment Opportunities, Employment Potential, *Gifted, *Low Income Groups, *Minority Groups, Needs Assessment, Special Education, Student Development, Talent, Talent Identification, Work Attitudes

This Spanish translation of ED 132 428 includes the three papers representing Office of Education attempts to face the need for improving delivery of career education to special portions of the population. New additions are brief sections on basic definitions and additional considerations of the significance of work. The first paper, on career education for minority and low income persons, states that career education for this segment of the population has been a matter of over-promise and under-delivery. Promises and problems are discussed as conceptual, process, and programmatic assumptions of career education. The second paper, on career education for gifted and talented persons, discusses special problems involved in program development, such as career decision making, the development of talent, and work experience. In the third paper, on career education and the handicapped person, statistical predictions concerning under-employment and unemployment of handicapped high school graduates during the next four years are cited to emphasize the need for making career education opportunities available. These basic career education principles are stressed as particularly relevant for the handicapped: the right to choose from a wide range of personally meaningful work opportunities and emphasis on accomplishments and discovery of an individual's talents rather than limitations. (YLB)

ED 185 493 CG 014 448

*Lord, Sharon B. And Others*

# The Female Experience in America: Development, Counseling and Career Issues. A Learning/Teaching Guide.

Tennessee Univ., Knoxville.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date- 79
Note-208p.; For related documents see CG 014 449, RC 012 042, and UD 020 627.
Available from-Education Development Center, 39 Chapel Street, Newton, MA 02160 ($4.75)
Pub Type- Guides - General (050)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Adult Development, *Career Counseling, Change Strategies, *Counseling Techniques, Crisis Intervention, *Females, Graduate Study, Higher Education, *Sex Fairness, Sex Role, *Womens Studies

This guide is one of a four-book series on female development designed to provide a model for a sex-fair graduate training program in counseling, educational psychology, and career education. It focuses on the female experience in America, especially developmental, psychological, counseling and career/life style issues. This book is divided into four major units: (1) female development, psychologically and physically; (2) career patterns and life styles; (3) feminist approaches to counseling and therapy; and (4) critical counseling issues facing women such as depression, divorce, widowhood, abuse, and physical health. The lesson format includes a rationale, learning objectives and activities, facilitator instructions, and suggested references. The appendix contains an annotated bibliography of additional media resources. (Author/NRB)

ED 185 516 CS 005 380

*Ross, Novella*

**An Analysis of the Nature and Difficulty of Reading Tasks Associated with Beginning Office Workers Jobs in the Columbus, Ohio Metropoliten Area.**

Pub Date-Apr 80

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Bookkeeping, *Clerical Occupations, Comparative Analysis, Job Performance, Job Skills, Job Training, *Office Occupations, *Readability, *Reading Ability, Reading Habits, *Reading Materials, Reading Research, *Reading Skills, Secretaries

Identifiers-*Job Literacy

A study was undertaken to determine the operational reading levels and skills of beginning office employees and to compare the readability of classroom and on-the-job materials. Clerks and secretaries who had been employed for two years or less were observed and interviewed to collect the data. Statistical analysis revealed that secretaries read significantly different materials than did general clerks. Most of the reading was for verifying, comprehending, and proofreading; but the secretaries verified different materials than clerks, while the general office clerks read more materials for comprehension. Secretaries read more rough draft materials, whereas clerks read more printed materials. There was an approximate balance in the reading of typed materials between the two groups. Readability of on-the-job materials varied between 10.5 for order forms/invoices to 12.9 for labels on packages. No significant readability differences were found between instructional and on-the-job materials. It appeared that textbooks, an instructional simulation, and on-the-job materials provided similar distribution of comprehending and proofreading materials, though simulation materials emphasized more verifying skills than on-the-job materials. (RL)

ED 185 757 EC 123 912

*Ysseldyke, James E. And Others*

**Similarities and Differences between Underachievers and Students Labeled Learning Disabled: Identical Twins with Different Mothers.**

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report NO.-IRLD-RR-13

Pub Date-Sep 79

Contract-300-77-0491

Note-32p.; See also EC 123 901-925.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Elementary Education, Exceptional Child Research, *Labeling (of Persons), *Learning Disabilities, *Student Characteristics, *Underachievement

School identified learning disabled (LD) fourth graders (N 50) were compared with 49 fourth graders who were underachieving in school (non-LD) but were not identified as LD. Both groups were administered a battery of psychoeducational tests and their performances were compared on all measures. Results indicated considerable similarities between groups. An average of 96% of the scores were within a common range, and the performance of LD and underachieving Ss on many subtests was identical. Findings could be interpreted to support either of two conflicting viewpoints: that schools are failing to identify many LD students, or that too many non-LD students are labeled LD. (Author/CL)

ED 185 780 EC 123 967

*Bullock, Lyndal M. Rigg, William Clifton, Jr.*
**The Relationship of Individualized Instruction to the Placement of Exceptional Children: A Geographically Comparative Study.**
North Texas State Univ., Denton.; Western Kentucky Univ., Bowling Green.
Pub Date- 79
Note-46p.; Print in the original is light and may not reproduce well.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Information Analyses (070)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Disabilities, Elementary Secondary Education, *Geographic Regions, *Gifted, *Individualized Instruction, Literature Reviews, *Mainstreaming, National Surveys, Questionnaires, *Student Placement

The paper, nearly half of which consists of appendixes, reports on a national survey investigating the relationship of individualized instruction for handicapped and gifted students to their placement, and the extent to which geographical area affects their placement and instruction. The literature is reviewed, focusing on legislation and mainstreaming service delivery models. Eight areas of exceptionality are considered: learning disabilities, emotional disturbances, mental retardation, giftedness, speech handicaps, and visual impairment. Significant relationships were found between all possible combinations of the four variables (placement, geographical area, instruction, and type of exceptionality), with the exception of type of exceptionality with geographical region. Among the results it was also revealed that placement in the least restrictive educational environment was not a good predictor of individualized instruction, but that placement in the most restrictive environment was. Appendixes include survey questionnaires and data in tabular form. (DLS)

ED 185 802 FL 011 033

*Congrat-Butlar, Stefan*

**Translation and Translators: An International Directory and Guide.**

Pub Date-79

Note-241p.

Available from-R.R. Bowker Company, 1180 Avenue of the Americas, New York, NY 10036 ($35.00 plus postage and handling).

Pub Type- Reference Materials - Directories/Catalogs (132) - Guides - General (050)

**Document Not Available from EDRS.**

Descriptors-Contracts, Copyrights, *Directories, Employment Opportunities, Fellowships, Grants, Guidelines, *Guides, Higher Education, *Interpreters, *Professional Associations, Professional Education, Professional Recognition, Professional Training, *Public Agencies, Publications, Resource Materials, Scholarly Journals, Second Language Programs, *Translation

This guide, designed for editors, publishers, libraries, teachers and students of translation and interpretation, and agencies that employ translators and/or interpreters, covers eight areas of interest. The categories treated are the following: (1) recent history and breakthroughs; (2) associations and centers for translators covering 34 groups in 35 countries; (3) a listing of 46 awards, fellowships, and grants offered in 17 countries with a listing of past recipients; (4) training programs and degree programs to provide for access to the profession; (5) guidelines, codes of practices, model contracts, and copyright legislation; (6) journals, bulletins, and newsletters published throughout the world and a bibliography of 236 works in the major Western languages and Chinese; (7) a register of translators and interpreters listing approximately 3000 names; and (8) a listing of government agencies, national and international associations, private enterprises, publishers of translation journals, as well as private firms that employ translators and/or interpreters. All listings in each section are arranged alphabetically by country with a special designation for international agencies or associations. (AMH)

ED 185 236 CE 021 839

**The Interagency Panel for Research and Development on Adulthood. Panel Documents: October 31, 1978, January 23, 1979, February 28, 1979, April 9, 1979.**

George Washington Univ., Washington, D.C. Social Research Group.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-400-78-0044
Note-127p.
Pub Type- Collected Works - Proceedings (021) - Reports - Research (143)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-*Adult Development, Adult Education, Adult Learning, Adults, Adult Students, Agency Cooperation, Coordination, *Development, Educational Gerontology, *Federal Government, Geriatrics, Gerontology, Needs Assessment, Nontraditional Students, Postsecondary Education, *Public Agencies, Research, *Research Projects, Retirement
Identifiers-Interagency Panel Research Development Adulthood

This report contains the proceedings of four sessions of the Interagency Panel for Research and Development on Adulthood (October 1978 - April 1979): (1) Postsecondary Education Reauthorization and the Adult/Nontraditional Learner, (2) Changing Socio-Demographics in the United States and Their Impact on Social Institutions, (3) Stress and Social Support throughout the Life Course, and (4) Cross-Agency Perspectives of Research and Development on Adulthood. The panel documents (and the meeting) provided forums for exchange and coordination among federal agencies having a research and development mandate in the area of cognitive and physical adult development. The complete text is provided for three presentations: Overview by Activities in the Reauthorization of the Higher Education,'' Old Age and Family Functioning,'' and Research in Mental Health and Aging.''

The appendix, History of the Adulthood Panel: May 1977 - June 1978, contains notes from seven meetings of the panel. Topics include Lifetime Distribution of Education, Work and Leisure; Status of Research on Adult Development and the Limits of Human Educability; Population in Retirement and Approaching Retirement: Research Issues; Identification of Learning Needs of Adults; Occupational Mobility: Implications for Adult Development; Current Activities and Future Needs; and Human Competence from a Health Perspective. (YLB)

ED 185 313 CE 024 701

*Funk, Gerald W.*

**PDE Occupational Competency Assessment Project 1979. Final Report. Occupational Competency Evaluation Monograph, Number 10. Vocational Technical Education Research Report, Volume 17, Number 23.**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Note-80p.; Home addresses and Social Security numbers were deleted in Appendix 3 to provide confidentiality.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Competence, Examiners, Minimum Competency Testing, *Occupational Tests, Program Improvement, Standardized Tests, State Standards, *Teacher Certification, *Teacher Evaluation, Test Construction, Testing, *Testing Programs, Test Norms, Test Validity, Vocational Education, *Vocational Education Teachers
Identifiers-National Occupational Competency Testing Institute, *Occupational Competency Testing, Pennsylvania

A project continued activity to improve the occupational competency assessment program for evaluating and certifying vocational education teachers. Development of new testing was continued by Temple University, The Pennsylvania State University, and University of Pittsburgh. Workshops for test developers were conducted to ensure standardization of the end product. Review of completed products and use of validation studies permitted improvement in individual tests. Statistical studies, using candidate testing results from the three universities, provided normative data that can be applied with greater reliability in establishing scoring parameters. Quality testing instruments were made available through centralized printing and distribution by National Occupational Competency Testing Institute (NOCTI). The entire Pennsylvania test bank was transferred to NOCTI who would provide management, including printing and dissemination, storing, norm accumulation, revision, and update. Continuation of training of individual examiners through a centralized workshop activity ensured that standardization processes and practices were known to all examiners. Effort was placed on publicizing the program throughout the state. A national seminar of NOCTI member states (with twenty-two states represented) was hosted to facilitate sharing test review and development with other states. (Tables and project materials, amounting to over one-half of the report, are appended.) (YLB)

ED 185 426                                        CE 025 210

**Belts and Chains. FOS: Fundamentals of Service.**
John Deere Co., Moline, Ill.
Pub Date-80
Note-57p.; For related documents see CE 024 540-546, CE 024 797-798, CE 025 209 and CE 025 211-214.
Available from-John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave., Moline, IL 61265 (Order No. FOS-53B, $3.25; 10 or more $2.44 each; supplementary slide set $32.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Agricultural Education, *Equipment Maintenance, Industrial Arts, Postsecondary Education, Power Technology, Secondary Education, *Vocational Education
Identifiers-*Belts (Mechanics), *Chains (Mechanics)

This manual on belts and chain drives is one of a series of power mechanics texts and visual aids on theory, of operation, diagnosis, and repair of automotive and off-the-road agricultural and construction equipment. Materials provide basic information and illustrations for use by vocational students and teachers as well as shop servicemen and laymen. Focusing on belts, the first of two parts addresses topics such as advantages and disadvantages of belts, types of belts, comparison of belts, operation of V-belt drives, reading V-belt sizes, V-belt pulleys and sheaves, relative output speed of belt drives, variable-speed belt drives, belt tension mechanisms, mechanical interference, sheave groove wear, replacing sheaves, installing V-belts, maintenance of flat belts, wear on flat belts, and trouble shooting belt drives. Part 2 focuses on chains and addresses topics such as principles of chain drives, advantages and disadvantages of chains, uses of chains, types of chains, drive arrangements, matching chains and sprockets, relative speed of sprockets, aligning shafts and sprockets, chain slack, lubricating chains, chain wear, and trouble shooting chain drives. Each part concludes with test questions. Answers to the test questions are appended. (A supplementary 35mm color slide set is also available see availability note.) (LRA)

ED 185 539 CS 005 417

*Johnson, Dale D. And Others*
**The Assessment of Structural Analysis Skills.**
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-WRDCIS-TR-526
Pub Date-Dec 79
Grant-OB-NIE-G-80-0117
Note-64p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Elementary Education, Intermediate Grades, *Reading Comprehension, Reading Instruction, *Reading Research, Reading Skills, *Structural Analysis (Linguistics), Test Construction, Verbal Tests, *Word Recognition

Two studies were undertaken to continue a line of research designed to identify the subskills of word identification that correlate most highly with reading comprehension and to develop empirically based instruments to assess those subskills. The issues studied related to the broad area of structural analysis and concerned assessment of skills in the subareas of inflected endings, possessives, and affixes. In the first study, a prototype of the Inflected Endings Subtest was administered to 143 third and fourth grade children. The results indicated that most students had mastered all of the inflected endings assessed, with the exception of the possessive use of the apostrophe. In the second study, a prototype of the Affixes Test was administered to 275 fourth and fifth grade children. The results indicated that while some of the affixes assessed in the test (un-, -ful, -less, for example) were fairly well known by the children, others (pre-, -ant/-ent, for example) were still not understood by a majority of the children. In general, performance on prefixes was significantly greater than performance on suffixes. Overall, girls significantly outperformed boys and fifth grade students achieved higher scores than did fourth grade students. (Author/FL)

ED 185 584 CS 205 502

*Van Dyck, Barrie*

**On-the-Job Writing of High-Level Business Executives: Implications for College Teaching.**

Pub Date-Mar 80
Note-15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Banking, *Business Communication, Educational Needs, Educational Research, *Professional Development, Professional Personnel, *Professional Training, *Writing (Composition), *Writing Skills
Identifiers-Writing Research

The 80 loan officers in a commercial banking division provided data about their writing on the job. The data were collected during interviews and with a questionnaire. The executives reported no specific training for the writing they did. The bank did not offer any guidelines or training courses for performing job-related writing tasks, assuming that people qualified for executive positions had good writing skills. Writing was considered an extremely important aspect of the subjects' jobs, comprising an estimated 20% of the work scheduled and it was used as a factor for promotions. All the executives agreed that writing contributed to the bank's image with its customers and to the writer's image with colleagues and superiors. The two main goals of business writing were considered to be efficiency and effectiveness. As a result of these findings, six recommendations were made to college business writing instructors. These recommendations included emphasizing the importance of the writer's sense of audience, developing analytical thinking skills, making students aware of available composing strategies for particular writing tasks, teaching students how to write summaries, organizing written materials to suit audience needs, and demanding accuracy and clarity in student writing. (RL)

ED 185 693 EA 012 638

*Murray, Saundra R. And Others*

**The National Evaluation of the PUSH for Excellence Project. Technical Report 1: The Evolution of a Program.**

American Institutes for Research, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-AIR-78601-3/80-IR
Pub Date-Mar 80
Contract-400-79-0014
Note-114p.; Institute for Neighborhood Initiatives. For related documents, see ED 177 744-745. Not available in paper copy due to light print in original document; parts may be marginally legible.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Community Involvement, National Programs, Objectives, Parent Participation, Program Design, *Program Development, *Program Effectiveness, Program Evaluation, *Program Implementation, School Involvement, Student Motivation, Student Participation
Identifiers-California (Los Angeles), Colorado (Denver), Illinois (Chicago), Jackson (Jesse), Missouri (Kansas City), *PUSH for Excellence Program, Tennessee (Chattanooga), Tennessee (Memphis)

This report, the second in a series of six, describes the PUSH for Excellence (PUSH-EXCEL) Project its origins, goals, approach, and extent of implementation. Each of the six reports tracks PUSH-EXCEL's progress in six sites: Chattanooga, Chicago, Denver, Kansas City, Los Angeles, and Memphis. Chapter 1 discusses the social movement that became the Reverend Jesse Jackson's PUSH for Excellence Project. Chapter 2 considers PUSH-EXCEL's conceptual and structural approach and the local programs that are operationalizing it. Chapter 3 describes the first crucial sequence of PUSH-EXCEL, the implementation of activities to engage students, parents, schools, and communities in joint ventures to solve the problems of schools. This evaluation report concludes with the suggestion that PUSH-EXCEL may have succeeded as a movement'' based on an inspirational message that can motivate students, parents, and teachers to achieve high educational goals; however, as a program,'' it lacks specifics whereby its objectives can be achieved, and operationally it is still in a developmental mode. A coherent program of parent, community, school, and student involvement has not evolved. The evaluators suggest that PUSH-EXCEL's proponents must determine whether it is to remain a movement or become a program as well. (Author/JM)

ED 185 735 EC 123 574

*Gillespie-Silver, Patricia And Others*

**The Individualized Educational Plan: A Decision-Making Process. A Student-Centered Approach to Training. Participant's Manual. Revised Edition.**

Spons Agency-Massachusetts State Dept. of Education, Boston. Bureau of Special Education.; Northeast Regional Resource Center, Hightstown, N.J.

Pub Date-Apr 79

Note-386p.; For the trainer's manual see EC 123 575.

Available from-Connections Publications, 52 Lee St., Cambridge, MA 02139

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01/PC16 Plus Postage.**

Descriptors-*Decision Making Skills, *Delivery Systems, *Disabilities, Elementary Secondary Education, Inservice Teacher Education, Instructional Materials, Intervention, *Needs Assessment, *Program Development, Program Evaluation, Special Education Teachers

Identifiers-*Individualized Education Programs

A participant's manual for the training of special education teachers in the development of individualized educational plans (IEPs) for special needs students is presented. The materials are provided in the form of five modules which can be used together or independently. The objectives of each of the modules is that the participant will be able to identify and apply (1) the critical attributes of the Normalization Principle and the implications of that principle on the delivery of educational services to students with special needs, (2) instructional modifications and intervention strategies necessary for appropriate decision making for students during the prereferral phase of the IEP process, (3) procedures and components for the development of the IEP, (4) the components of the team decision making process necessary for developing the IEP, and (5) features required for the quarterly and annual review of an IEP. Each module contains both a pre- and posttest, and introductory section. (PHR)

ED 185 254 CE 024 306

*Bearg, Esther M.*

**Selected Aspects of Parental Influence on High School Seniors' Career Development.**

Pub Date-Apr 80
Note-22p.; Paper presented at The American Educational Research Association Annual Meeting (Boston, MA, April, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Career Development, Career Education, *Career Planning, *Parent Child Relationship, *Parent Influence, Parent School Relationship, Parent Teacher Conferences, *Parent Workshops

The purpose of this study was to design and implement a school-based career development workshop for parents. Analysis of the impact of that treatment on the career maturity of their children who were seniors in high school was the central concern. In order to improve parents' abilities to communicate effectively with their children concerning career planning, it was hypothesized that seniors whose parents participated in a career development workshop were likely to display more growth in career maturity than those whose parents did not participate. The subsidiary thesis was that parents would manifest interest in and benefit from a career development workshop. The results of the study did not support the first hypothesis. The parents did, however, demonstrate an interest in and a desire for more career development information. (LRA)

ED 185 561 CS 205 475

*Collins, James L.*

**Speaking and Writing: The Semantic Connection.**

Pub Date-Mar 80
Note-13p.; Paper presented at the combined Annual Meeting of the Secondary School English Conference and the Conference on English Education (Omaha, NE, March 27-29, 1980).
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Basic Skills, Developmental Stages, Language Patterns, *Low Achievement, *Oral Language, Relationship, Secondary Education, *Semantics, Speech Skills, Teaching Methods, *Writing (Composition), *Writing Skills

Because inexperienced or basic writers depend on the semantics of everyday spoken dialogue when writing, research on written composition and the developmental links between spoken and written language should be more accessible to the practitioners who teach writing to those students. A review of the literature supports the theory of a semantic connection between speaking and writing, and a tenth-grade writing sample demonstrates a dependence on the reader's familiarity with a particular sociocultural context for the writing's full semantic value. Teachers who work with unskilled writers should avoid correcting only surface forms and should give students the opportunity to talk through the context-bound aspects of their writing with concerned readers. The interaction of talk and writing is essential to achieving competence for student writers who depend on the semantics of spoken language. (AEA)

ED 185 627 CS 502 899

*Breen, Myles P. Powell, Jon T.*
**Why College Students Watch Soap Operas.**
Pub Date-Apr 80
Note-16p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Las Vegas, NV, April 12, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Behavioral Science Research, Behavior Patterns, *College Students, Higher Education, *Popular Culture, *Programing (Broadcast), Sex Differences, Television Research, *Television Viewing
Identifiers-*Soap Operas

A survey of 549 college students investigated the size and motivation of the campus audience for soap operas. About half the student population (40% of the women and 10% of the men) claimed to watch the daytime serials. Most of the women viewing the soap operas watched two or three serials per week, with 83.3% following at least two regularly, and 46.1% following at least three regularly. The serial-viewing males watched less; 41.4% watched only one serial, with percentages declining sharply and directly as the number of serials watched increased.

Intriguing plots'' and topics of conversation'' were the reasons most often chosen for watching daytime serials. Despite the consensus of the critics, both male and female respondents thought that the female characters were more likely to be the troublemakers in the soaps, an apparent change from past conceptions of the long-suffering female being put upon by men. (Author/RL)

ED 185 273 CE 024 483

*Kreps, Alice Roelofs Black, Jan*
**Community Living Skills Guide: Money Management II.**
Metropolitan State Coll., Denver, Colo.
Pub Date- 76
Note-15p.; For related documents see CE 024 470-488 and CE 024 490-493.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Adult Education, Behavioral Objectives, *Budgeting, Budgets, Class Activities, Course Descriptions, Curriculum Guides, Daily Living Skills, *Developmental Disabilities, Expenditures, Guidelines, Individualized Instruction, Institutionalized Persons, Learning Activities, Lesson Plans, *Mathematics, Mathematics Instruction, *Money Management, Needs Assessment, *Normalization (Handicapped), Rehabilitation, Residential Programs, Teaching Guides
Identifiers-*Checking Accounts, College for Living, Metropolitan State College CO

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, Money Management II (Checkbooks, Budgets, and Survival Math.) The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. General objectives for the course include the student's (1) planning simple survival budgets, (2) comparing prices of same items at a grocery store, and (3) becoming familiar with needs and priorities. Contents include a pre-post test and objectives and activities for the eight steps of the course: checkbooks (keeping track of money), checkbooks (writing a check), reasons for budgeting, type of budgets, budgeting for food, budgeting for clothes, budgeting for living experiences, and budgeting for survival. The course, Money Management I, is available as CE 024 482. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

ED 185 332 CE 024 797

**Identification of Parts Failures. FOS: Fundamentals of Service.**
John Deere Co., Moline, Ill.
Pub Date-79
Note-91p.; For related documents see CE 024 540-546, CE 024 798, and CE 025 209-214.
Available from-John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave., Moline, IL 61265 (Order No. FOS-6101B, $5.25; 10 or more $3.94 each; supplementary slide set $80.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Non-Print Media (100)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Agricultural Education, *Agricultural Engineering, *Agricultural Machinery, *Equipment Maintenance, Instructional Materials, Postsecondary Education, Power Technology, Repair, Secondary Education, *Tractors, *Vocational Education

This parts failures identification manual is one of a series of power mechanics texts and visual aids covering theory of operation, diagnosis of trouble problems, and repair of automotive and off-the-road construction and agricultural equipment. Materials provide basic information with many illustrations for use by vocational students and teachers as well as shop servicemen and laymen. Each of the eleven chapters shows pictures of failed parts followed by a brief explanation and reasons why the part might have failed. Chapters are (1) Pistons, Rings, and Cylinder Liners; (2) Journal Bearings; (3) Valve Gear Trains; (4) Turbochargers; (5) Gears; (6) Shafts, Axles, Spindles, and Universal Joints; (7) Hydrostatic Transmissions; (8) Anti-Friction Bearings; (9) Belts and Chains; (10) Tracks and Tires; and (11) Miscellaneous Failures. A glossary is appended. (A supplementary 35mm color slide set is also available see availability note.) (LRA)

ED 185 351 CE 024 841

*Abram, Robert Schroeder, Paul E.*

**Vocational Education in Correctional Institutions: Summary of a National Study. National Study of Vocational Education in Corrections. Technical Report No. 3.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Dec 77

Note-140p.; Some pages in this document will not reproduce well due to small, light type. For related documents see CE 024 839-840 and ED 151 569.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($7.75)

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-Adolescents, Adults, *Correctional Education, *Correctional Institutions, Counseling Services, Data Analysis, Data Collection, *Educational Opportunities, Enrollment, Financial Support, Guidance Programs, Incentives, Individual Characteristics, Job Placement, *National Surveys, Participant Characteristics, Participation, *Prisoners, *Program Descriptions, Special Programs, Teacher Characteristics, *Vocational Education, Vocational Rehabilitation, Young Adults

This report presents the data from a national survey which was designed to answer the question, What is the status of vocational education in correctional institutions?'' The data were collected from 459 institutions (state, federal, military, and jail) which offered vocational education at the time of the survey; the purpose of the survey was to develop a data base for future planning and evaluation. Data are reported in these fourteen sections: facility and inmate characteristics; goals for vocational education programs; enrollments in vocational education programs; age and race of students; shops, equipment, and lesson plans; special needs groups; organization, delivery, and accreditation; expenditures; scheduling, entry requirements, procedures, and incentives; instructional staff characteristics; guidance, counseling, and job placement services; student status after completion of vocational education programs; and program additions, changes, and curtailments. Each section includes a brief narrative highlighting the data presented. Data are tabulated separately for youth and adult facilities in terms of frequencies, percents, and means. Appendixes include identification of the survey population, development of survey forms, and data collection and analysis methodologies. (This and two other technical reports are included in the final report, ED 151 569.) (YLB)

ED 185 369 CE 024 922

*Albracht, James, Ed.*

**Kansas Vocational Agriculture Education. Basic Core Curriculum Project. Horticulture II.**

Kansas State Univ., Manhattan. Dept. of Adult and Occupational Education.
Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
Note-485p.; Not available in paper copy due to colored paper. For related documents see CE 024 921 and CE 024 923
Available from-Vocational Curriculum Materials Center, Pittsburg State University, Pittsburg, KS 66762
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
**EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Agricultural Education, Agricultural Engineering, Course Content, Fertilizers, High Schools, *Horticulture, Learning Activities, Nurseries (Horticulture), Ornamental Horticulture, Plant Growth, Plant Pathology, Plant Propagation, State Curriculum Guides, Supervised Farm Practice, Teaching Guides, Units of Study, *Vocational Education
Identifiers-Kansas

This second horticulture guide is one of a set of three designated as the basic core of instruction for horticulture programs in Kansas. Units of instruction are presented in eight sections: (1) Leadership, (2) Supervised Occupational Experience, (3) Plant Propagation, (4) Soil and Plant Growth Media, (5) Fertilizers, (6) Greenhouse, (7) Plant Problems and Controls, and (8) Horticulture Mechanics. Each unit is comprised of the following parts: terminal objective, specific objectives, information sheets, assignment sheets, and unit test. (LRA)

ED 185 449 CG 014 296

*Falk, Dennis R.*

**Futuristics and Professional Education.**

Pub Date-18 Oct 79
Note-18p.; Paper presented at the Annual Conference of the World Future Society (2nd, Minneapolis, MN, October 18-21, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Change Strategies, Delivery Systems, *Futures (of Society), Postsecondary Education, *Professional Education, Professional Personnel, Program Descriptions, *Social Services, Social Workers, *Systems Approach, *Values

This paper explores the current and potential contributions that futuristics can make to professional education and to the professions in general. A brief description of how the School of Social Development (SSD) at the University of Minnesota Duluth has incorporated futuristic principles is presented as a basis for analyzing the relationship between futuristics and professional education. Social development, growing out of a social work tradition is referred to as the process of planning institutional change to bring about a better fit between human needs and social policies and programs. Several basic concepts are described as principles of futuristics, including imaging the future, creating the future, a long-term time perspective, an interest in values, a systems orientation, and using futures methodologies to anticipate future demands. The way in which social development has adopted several of these futuristic concepts in developing a new approach to improving human services by choosing specific values is addressed by the following: (1) fulfillment of basic human needs; (2) human dignity; (3) equality of means; (4) participation; and (5) global awareness. A systems approach emphasizing macro-level changes in social service programs incorporated by SSD is also described. (Author)

*McCune, Shirley Matthews, Martha*

**Planning for Change: Outline and Participants' Materials for Generic Session Three. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators.**

National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.
Spons Agency-Council of Chief State School Officers, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-Sep 78
Contract-300-76-0456
Note-69p.; For related documents see CG 014 321-326, ED 155 498-506 and CG 014 392.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type- Guides - General (050)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Change Strategies, Elementary Secondary Education, *Equal Education, Federal Legislation, Inservice Education, *Organizational Change, Program Development, *Program Implementation, School Personnel, *Sex Discrimination, Skill Development, *Social Bias, Workshops
Identifiers-*Title IX Education Amendments 1972

This workshop package is designed to assist those persons responsible for the implementation of Title IX of the Education Amendments of 1972 in elementary and secondary school settings. Objectives of this third workshop session include helping participants to: (1) examine conditions and strategies for change necessary to implement Title IX; (2) establish a framework for diagnosing organizational change needs; (3) design a preliminary action plan; and (4) develop skills in program design and implementation in their own educational setting. Additionally, a comprehensive, step-by-step session outline and participant worksheets are provided as aids for workshop facilitators. (Author/HLM)

ED 185 606 CS 502 856

*Bell, Daniel*

# The Matching of Scales.

International Inst. of Communications, London (England).
Pub Date-79
Note-21p.; The Louis G. Cowan Lecture given during the Annual Conference of the International Institute of Communications (London, England, September 12, 1979).
Available from-International Institute of Communications, Tavistock House East, Tavistock Sq., London WC1H 9LG, England
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Change Agents, *Communication (Thought Transfer), *Communication Problems, *Communications, *Communication Skills, Information Theory, *Interaction, *Mass Media, Social Change, Social Values, Telecommunications

This essay argues that communication is at the intersection of four social changes that may in their effects add up to a third sociotechnological revolution. The four changes posited are: a historic shift in the character of infrastructures; a new emphasis on visual modes in the coding of images and ideas; a change in the nature of technology, from thing'' to concepts''; and a new socio-organizational framework (called either compunications or telematique) to unify the diverse changes from teletext to teleprocessing. The essay suggests that for society, the major problem is the change of the scale in which social interactions take place. It notes that the widening of the arena brings people and exchanges (economic and political) into closer and more rapid contact, increasing the volatility of our problems. It also suggests that the idea that scales can be reduced is seductive, but has snares. In dealing with these issues, the essay begins with a discussion of scale in the rustic setting. It then moves on to how Lord Birkenhead sought 50 years ago to forecast the future but failed to anticipate communications. It then discusses the character of the new revolutions'' in communication and concludes with a discussion of the matching of scales as the major sociological issue for the democratic policy. (Author/FL)

ED 185 649 EA 012 578

*Johnston, Lloyd D. And Others*

**Drugs and the Class of '78: Behaviors, Attitudes, and Recent National Trends.**

Michigan Univ., Ann Arbor. Inst. for Social Research.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Report NO.-DHEW-ADM-79-877
Pub Date-79
Grant-3-R01-DA-01411-0181
Note-344p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC (Stock Number 017-024-00954-2).
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC14 Plus Postage.**

Descriptors-Drinking, Drug Abuse, Drug Addiction, *High School Seniors, *Illegal Drug Use, Marihuana, *Narcotics, National Surveys, Questionnaires, School Surveys, Secondary Education, Sedatives, Smoking, *Social Influences, Stimulants, *Student Attitudes, Tables (Data), Trend Analysis

This volume is the second in an annual series surveying the lifestyles and values of youth. Presented here are detailed statistics on the prevalence of drug use among American high school seniors in 1978 and on trends in those figures since 1975. Research involved annual data collection in approximately 125 public and private high schools across the U.S. Explored are students' attitudes about drug use, exposure to drug use, and perceptions about the availability of drugs. New subjects covered this year include the intensity and duration of the highs usually experienced with the various drugs and the cross-cohort comparisons of the rate of initiation into drug use. Also new this year are two figures in each drug chapter that deal with trends in drug use at earlier grade levels. Finally, two new chapters have been added that deal with certain relevant aspects of the social milieu in which American teenagers find themselves. (Author)

ED 185 671 EA 012 604

*Kimball, Roland B.*

**Evaluation Studies of Two Programs to Improve Instruction in the Humanities.**

Pub Date-18 Jun 79
Note-18p.; Paper presented at the International Congress on Education (2nd, Vancouver, BC, Canada, June 17-20, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Curriculum Development, Elementary Secondary Education, High Schools, *Humanities Instruction, *Instructional Improvement, Program Descriptions, Program Evaluation, Teacher Attitudes, *Teacher Improvement
Identifiers-*Humanities Enrichment Program, *Master Teacher Program, National Humanities Faculty

The Humanities Enrichment Program (HEP) and The Master Teacher Program (MT) were sponsored by the National Humanities Faculty to improve and encourage humanities instruction. The 40 schools in the program participated in curriculum development workshops, demonstration lessons, and public information meetings. A consultant also contacted local school administrators in an effort to improve humanities advocacy. Evaluation of this program revealed a positive effect on the personal and professional growth of participating teachers, although its impact on the humanities curriculum or on the effectiveness of humanities instruction is uncertain. The MT program was similar to HEP but placed responsibility on a master teacher who directed the work of a task force of local teachers in each of 50 schools in developing a humanities curriculum. Evaluation of this program revealed an even more positive effect on participating teachers, but fewer teachers were influenced. Master Teachers were only marginally effective at stimulating colleagues and local program changes or curriculum development. Data sources of both evaluations were questionnaires, interviews, observations, case studies, and project documents. Evaluators concluded with the proposal that if touching the lives and actions of a few teachers is well worth doing, these projects had impact. (Author/JM)

*Haisley, Fay B. Wilhelmi, George*

**Talented and Gifted Education Policy. Oregon Series on Talented and Gifted Education.**

Northwest Regional Educational Lab., Portland, Oreg.; Oregon State Dept. of Education, Salem. Office of Talented and Gifted Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-G007800756
Note-70p.; For related information, see EC 123 522-531.
Available from-Office of Marketing, Northwest Regional Educational Laboratory, 710 S.W. 2nd Ave., Portland, OR 97204 ($2.95 each; $26.55 for the full set)
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Educational Administration, *Educational Policy, Elementary Secondary Education, *Gifted, Nontraditional Education, *Policy Formation, *State Programs, Statewide Planning, *Talent
Identifiers-*Oregon

Part of a 10 booklet series on talented and gifted education, the booklet discusses educational policy for gifted and talented students, focusing on the state of Oregon. The ways in which board members and administrators collaborate to formulate policy for talented and gifted programs are examined, and typical steps in developing a policy are outlined. Some social issues, administrative concerns, trends, and instructional provisions relating to talented and gifted programs are reviewed. The attitudes of Oregonians toward talented and gifted education are examined, along with relevant Oregon state policy, rules, and educational practices (including student rights, parent rights and education, and goal based instruction). Alternatives for student programing considered include mainstreaming, resource rooms, and other options such as alternative schools, independent study, and cluster grouping within regular classes. The social and educational history of talented and gifted education is reviewed. A bibliography, a list of sources of information on the talented and gifted, and some Oregon administrative rules pertaining to talented and gifted children are also included. (DLS)

ED 185 758 EC 123 913

*Poland, Stephen And Others*

**Current Assessment and Decision-Making Practices in School Settings as Reported by Directors of Special Education.**

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report NO.-IRLD-RR-14

Pub Date-Nov 79

Contract-300-77-0491

Note-38p.; See also EC 123 901-925.

Pub Type- Reports - Research (143) - Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Administrators, *Decision Making, Elementary Secondary Education, *Evaluation Methods, *Learning Disabilities, *Student Evaluation, Student Placement, Teamwork

Questionnaire data from 100 directors of special education were analyzed to examine the manner in which decisions are made about learning disabled (LD) children in school settings. Information was obtained on the membership of teams making screening, placement, and instructional planning decisions; major steps involved in the assessment and decision making process; factors thought to influence the outcome of team meetings; and major problems faced by directors in the decision making process. Results indicated that although most directors agreed on some components of the process, there was considerable variation in their descriptions of how the process was carried out. Appended is a 13 step model of the assessment/decision making process. (Author/CL)

ED 185 781 EC 123 968

*Kirk, Mimi*

**Services in Counseling/Intervention and Life Skills Education (S.C.I.L.S.E.).**

Southern Home for Children, Philadelphia, Pa.

Spons Agency-Pennsylvania State Dept. of Public Welfare, Harrisburg.; Philadelphia Board of Education, Pa.

Pub Date-79

Note-56p.; The document was also prepared with the support of the Philadelphia Department of Public Welfare and the United Way.

Available from-Southern Home for Children, 3200 S. Broad St., Philadelphia, PA 19145 ($2.75)

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*Emotional Disturbances, *Family Environment, Family Involvement, *Home Programs, *Parent Participation, Program Descriptions, *Psychological Services, *Social Services

Identifiers-*SCILSE Program

The report describes the Services in Counseling/Intervention and Life Skills Education (SCILSE) Program, a comprehensive program providing services to emotionally disturbed children in their own homes, under the auspices of the Southern Home for Children, a residential treatment center in Philadelphia. The history of the Southern Home for Children is reviewed, along with its philosophy, goals, and objectives. Aspects of the SCILSE program covered include a general program description, population served, intake procedures, program schedule, home management services, budget, organization, job descriptions, and evaluation. Major program components described include the psychiatry department, psychology department, social work services, training institute, child care department, creative arts department, home management services, and private academic school. Included in the appendix are such things as a telephone intake form, an intake summary, and a creative arts referral response form. (DLS)

ED 185 293                                                    CE 024 589

*Atkinson, Donald R.*

**Design, Development, and Evaluation of Career Education Materials for Adult Farmworkers with Limited English-Speaking Ability Who Return to Formal Education. Final Report, Volume II - Curriculum Guide and Career Education Manual, Part I.**

California Univ., Santa Barbara.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.--498AH70019
Pub Date-May 79
Grant-G007701372
Note-404p.; For related documents, see CE 024 588 and CE 024 590.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC17 Plus Postage.**
Descriptors-Adult Education, *Adults, *Agricultural Laborers, *Bilingual Education, *Career Education, Curriculum Guides, Instructional Materials, Learning Activities, *Occupational Information, *Spanish Speaking, Teaching Guides

This document contains the curriculum guide and the first seven monographs of the career education manual which was developed to assist the instructor in presenting a career-awareness course to adult, limited-English-speaking farmworkers. (The last nine monographs of the career education manual are found in CE 024 590.) The curriculum guide is divided into three sections. The first section is composed of four introductory units designed to enhance student self-awareness; the second section is composed of fifteen career cluster units intended to acquaint the student with information about career areas. Unit objectives, content information, and motivational exercises are included with each unit. The third section includes instructor notes keyed to each unit. The career education manual contains career monographs written at the 5th-grade reading level in both English and Spanish to facilitate comprehension for persons with limited reading ability. The seven monographs included in this document provide information on occupations in the areas of agriculture, manufacturing, marketing/distribution, consumer/homemaking, public service, and personal service. The guide and the career education manual have been used successfully with persons aged seventeen and upward during 1978-79 at two cooperating sites in California. (See CE 024 588 for final project report.) (BM)

ED 185 389 CE 024 996

*Suver, J. Allen And Others*

**The Development of Career Ladders in Selected Occupational Programs.**

Spons Agency-Washington State Commission for Vocational Education, Olympia.
Pub Date-15 Jun 78
Note-97p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Accounting, *Articulation (Education), Business Education, *Business Skills, *Career Ladders, Clerical Occupations, Community Colleges, Coordination, *Curriculum Development, *Data Processing, Data Processing Occupations, Employment Qualifications, High Schools, Institutional Cooperation, Job Skills, Models, Occupational Information, Office Occupations, Office Occupations Education, Program Content, Technical Institutes, Two Year Colleges, Vocational Education, Vocational Schools
Identifiers-Northeast Vocational Advisory Council WA, Washington

The second phase of a curricular articulation project conducted as a coordinated effort among school districts, vocational-technical institutes, and community colleges involved in the Northeast Vocational Advisory Council (NEVAC) developed career ladders in three vocational program areas and a model useful to others developing similar ladders. The two subject areas identified for curricular exploration and development were data processing and accounting. A secretarial ladder developed in the first phase was further refined and validated. Instructors in each curricular area met with professionals from the field to develop career ladders, sample job titles, entry pay levels, and competency checklists for each step on the identified career ladders. These materials were validated in representative industries and by teachers providing training in the career field, and the process for dissemination and incorporation into programs was set in motion. (Appendixes, amounting to well over one-half of the report, include drafts and final versions of the career ladders and a sample competency checklist worksheet.) (YLB)

ED 185 494 CG 014 449

*Allman, Joanna And Others*
**Understanding Sex Roles and Moving Beyond. A Learning/Teaching Guide.**
Tennessee Univ., Knoxville.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date- 79
Note-202p.; For related documents see CG 014 448, RC 012 042, and UD 020 627.
Available from-Education Development Center, 39 Chapel Street, Newton, MA 02160 ($4.25)
Pub Type- Guides - General (050)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Androgyny, Change Strategies, *Counseling Techniques, *Cross Cultural Studies, Equal Education, *Females, Graduate Study, Higher Education, *Sex Role, Sex Stereotypes, *Womens Studies

This guide is one of a four-book series on female development designed to provide a model for a sex-fair graduate training program in counseling, educational psychology and career education. It concentrates on sex roles in American society, examining the variables which contribute to sex-role stereotyping, and developing strategies for moving toward androgyny. The book consists of three units dealing with: (1) sex-role stereotypes in America; (2) sex roles across cultures; and (3) sex roles in American institutions. Units are divided into several lessons each containing a rationale, learning objectives, facilitator instructions, and suggested references. The appendix contains an annotated bibliography of additional media resources. (Author/NRB)

CS

ED 185 517 CS 005 381

*Creamer, Mary Lorentz, Jeffrey L.*

**Effect of Teacher Structure, Teacher Affect, Cognitive Level of Questions, Group Size and Student Social Status on Reading Achievement.**

Pub Date-79
Note-17p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Affective Behavior, Classroom Techniques, Elementary Education, Grade 5, Grade 6, Interaction, *Questioning Techniques, *Reading Achievement, Reading Research, *Small Group Instruction, *Socioeconomic Status, *Student Teacher Relationship, *Teacher Behavior, Teacher Effectiveness, Teaching Methods, Teaching Styles

The effects of student socioeconomic status (SES) and four teacher behaviors teacher structure, teacher affect, cognitive level of questions, and group size on student reading achievement were analyzed. Subjects were 36 fifth and sixth grade classroom teachers and their 820 students. Data were collected with the Reading Comprehension Subtest from the Iowa Tests of Basic Skills, an estimate of SES, and the Georgia Assessment of Teacher Effectiveness (GATE). The results upheld many previous findings, indicating that high SES students scored higher in reading than did low SES students. Although the analyses produced no significant interaction F-ratios, high and low frequency of selected teacher behaviors seemed to make a difference in student reading behavior. Apparently, structured academic time did not produce better reading achievement for either high or low SES students, but structured student behavior had a negative impact, especially on low SES students. Students under the influence of hostile teacher behavior also were negatively affected. Low SES students achieved better with low cognitive level questions. Students who had the opportunity to participate in small group activities, either prescribed or independent, achieved at a higher rate. (RL)

ED 185 562 CS 205 477

*Roth, Audrey J.*

**Editorial Groups: A Writing Process.**

Pub Date-Mar 80
Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Editing, Group Activities, Higher Education, Organization, *Small Group Instruction, Teaching Methods, *Teamwork, Writing (Composition), *Writing Instruction
Identifiers-*Composition Process

Organizing writing students into three-member editorial groups is a teaching technique that focuses student attention on the stages of the writing process, their progression, and their interrelation. The technique also increases peer cooperation and evaluation, while enabling teachers to spend less time grading homework and more time working with students who need special attention. In each editorial group, one student concentrates on one facet of the composition authoring, editing, or proofreading. Each group submits one paper for each writing assignment, and group members receive the same grade for their combined efforts. During the course, each group member will shift to a different responsibility within the group; and ultimately, after several of the group assignments, students will be expected to write one or more papers alone. As part of the emphasis on peer involvement, all students in the class are asked to comment on all the papers written for the course. Although editorial grouping may not be feasible for every writing class, most students who have been involved with the technique thus far have expressed interest and enjoyment concerning their increased involvement in the writing process. (RL)

ED 185 803 FL 011 045

*Weil, Robert*

**All Above-Board: A Comparativist Looks at the Advanced Level French Syllabuses of the Nine GCE Boards.**

Pub Date-78

Note-8p.

Journal Cit-Journal of the Modern Language Association of Northern Ireland; n1 p6-12 1978

Pub Type- Journal Articles (080) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Achievement Tests, Advanced Courses, *College Curriculum, *Educational Testing, Foreign Countries, *French, Higher Education, *Language Tests, Literature, *Second Language Programs

Identifiers-General Certificate of Education, *United Kingdom

Advanced level French syllabuses of the nine GCE Boards in the United Kingdom are examined. The Southern Universities Joint Board has recently introduced the most radical innovations. As an alternative to its traditional examination it offers Syllabus B'' which dispenses with prescribed tests, but where each student must produce for the Oral Examiner a record of completed reading in French. The Northern Ireland GCE Examinations Board places great importance on the oral. Some perspectives on the teaching of literature are presented. Some competencies required by the parts of the language examination are also identified. (SW)

ED 185 237 CE 022 866

*Franchak, Stephen J. Spirer, Janet E.*

**Evaluation Handbook, Volume 1: Guidelines and Practices for Follow-up Studies of Former Vocational Education Students.**

Eastern Washington Univ., Cheney.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report NO.-OSU-R&D-Ser-171

Pub Date-78

Contract-300-78-0032

Note-245p.; For a related document see CE 022 867. Small print in some figures will not reproduce well.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($13.00)

Pub Type- Guides - Non-Classroom (055) - Reports - Evaluative (142) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors-Data Analysis, Dropout Research, Dropouts, Educational Research, *Followup Studies, Graduates, Graduate Surveys, Guidelines, Outcomes of Education, *Program Effectiveness, Program Evaluation, *Research Design, Research Methodology, *Research Utilization, *Vocational Education, Vocational Followup, Withdrawal (Education)

This handbook for state and local education agencies is intended as a reference to assist in initiating and/or improving follow-up systems or studies of former vocational students. A companion volume focuses on follow-up studies of special populations (see Note). Section 1, which contains information on use of the handbook, also introduces the follow-up study profile around which the handbook is organized. A rationale for doing follow-up studies is presented in section 2, which discusses such related topics as definitions, issues, legislation, and decision making. Sections 3-6 comprise the steps required in designing, planning, implementing, and evaluating a vocational follow-up study or system. Specific titles are Designing and Planning Follow-Up Studies, Procedures and Mechanics for Conducting Follow-Up Studies, Data Analaysis and Reporting Procedures, and Using Follow-Up Data and Studies. These self-contained sections are arranged in chronological order, although interrelated steps/activities may occur simultaneously. Other sections provide a glossary, bibliography, index, and appendixes including follow-up questionnaires and forms and sample materials. (YLB)

ED 185 255 CE 024 322

Havemen, Jacqueline E. O'Connell, Kathryn

**Environmental Quality and Energy Conservation Curriculum Model. Final Report.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.--498AH70085

Pub Date-Apr 79

Grant-G007701943

Note-102p.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Conservation Education, Curriculum, *Curriculum Design, Curriculum Development, Curriculum Research, Energy, *Energy Conservation, *Environmental Education, Environmental Standards, Interdisciplinary Approach, Material Development, *Models, Natural Resources, Need Gratification, Postsecondary Education, Power Technology, Quality of Life, Science Education, Teacher Developed Materials, *Vocational Education

Identifiers-Energy Education

To provide postsecondary vocational educators with a comprehensive understanding of environmental quality and energy conservation and their relevance to all occupational fields, a project designed a generic curriculum model for postsecondary adult and vocational education and developed documents describing the model. In developing the model, a conceptual framework was used that focused not only on energy resources and technologies, but also on understanding relationships between energy conservation and environmental quality and human need satisfaction. Seventeen content areas were specified and organized into four documents orientation guide, curriculum content model, resource book, and application guide. (They are also available separately as ED 178 323.) Other activities included development of a knowledge base regarding specific programs into which the model could be integrated, and information dissemination. Evaluation involved an advisory panel review of the appropriateness of the project's approach, educators' review of the documents, and workshop review by classrooom instructors. It was concluded that the model provided an effective starting point for staff development activities (inservice or preservice training) and for educator development or use of energy conservation-related materials. (Appendixes, amounting to approximately one-half of the report, include a Teacher's Energy Guide developed by a community college instructor.)

(YLB)

ED 185 314　　　　　　　　　　　　　　　　CE 024 706

**Proceedings of the Displaced Homemakers Conference.**

Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-19 Jun 79

Note-39p.; Photographs will not reproduce well.

Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Collected Works - Proceedings (021)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Agency Cooperation, *Cooperative Planning, *Coordination, *Displaced Homemakers, Human Services, Job Applicants, Program Development, Public Agencies, Reentry Workers, *Services, *State Agencies

Identifiers-Illinois, *Womens Centers

The 1979 Displaced Homemakers Conference focused on developing awareness of services available from various Illinois agencies to displaced homemakers, generating the spirit and means for cooperative relationships among agencies serving them, and offering prototypes of how women's centers are attempting to coordinate the various services of state and community agencies. Proceedings include texts of three general session speeches: Strategies for Generating Interagency Cooperation,'' by Jan McReynolds, Displaced Homemaker Programs: A National Perspective,'' by Eliza Carney, and Future Directions of Displaced Homemaker Programs,'' by Margaret Cowden. Speeches given in group sessions are by the (1) Chief, Bureau of Title XX Administration, Illinois Department of Public Aid; (2) Supervisor, Field Services, Children and Family Services; (3) Program Coordinator, Consumer and Homemaker Education Program; (4) Chief, Division of Planning and Methods, State Health Planning and Development Agency; (5) Manager, Adult Education Programs, Department of Adult, Vocational and Technical Education, Illinois Office of Education; (6) Comprehensive Employment and Training Act (CETA) Interagency Coordinator, Bureau of Social Services; (7) Manager, Job Service Programs, Department of Labor, Job Service. A panel on displaced homemaker center activities is also provided. Appended is a report of the National Advisory Council on Women's Educational Programs, Profile of the Displaced Homemaker and Her Education Needs.'' (YLB)

ED 185 408 CE 025 119

*Jipp, Lester F. And Others*

**Priority Concerns of Five Groups Involved in Experiential Education Programs. Learning in Work Research Program. Technical Report.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report NO.-OSU-R&D-Ser-195

Pub Date-80

Grant-OB-NIE-G-78-0111; OB-NIE-G-78-0211

Note-153p.; For related documents see CE 024 777 and CE 024 779-781. Parts of the appendices are marginally legible.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($5.50)

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors-Administrator Attitudes, Employer Attitudes, *Experiential Learning, High Schools, Parent Attitudes, Program Development, *Program Improvement, Questionnaires, School Community Relationship, *Student Attitudes, Surveys, *Teacher Attitudes, *Work Experience Programs

To determine programmatic concerns to aid in the establishment or expansion of experiential education programs, a study gathered data by use of a mail questionnaire sent to nineteen experiential education programs in California, Florida, Massachusetts, and Ohio. The five constituent groups sampled were students, teachers/administrators, program coordinators in schools with experiential education programs, worksite supervisors, and parents. Based on a review of the literature, nine clusters of concern were identified as programmatic dimensions of experiential education: (1) goals and objectives; (2) school; (3) placements; (4) worksite supervisors; (5) staff; (6) students; (7) parents; (8) evaluation; and (9) community school interface. These clusters formed the basis for the development of items to be included in the questionnaire. Priority concerns for each group were analyzed according to characteristics of the respondent group and the programs they represent, and ways to increase the likelihood of program success based on the information were suggested. Significant concerns were revealed in a number of areas; for example, girls place greater priority on the aspects of their community placement than boys, and worksite supervisors generally consider their role extremely important to the workplace. Questionnaires and data are included. (Author/MEK)

ED 185 540 CS 005 418

*Murphy, Mary Theresa*
**Anaphora: A Cross Disciplinary Approach to Research and Theory.**
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-WRDCIS-TR-534
Pub Date-Dec 79
Grant-OB-NIE-G-80-0117
Note-95p.
Pub Type- Information Analyses (070) - Reports - Research (143)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Cognitive Development, Elementary Education, Language Acquisition, *Language Patterns, Language Research, Psychology, *Reading Comprehension, Reading Difficulties, *Reading Instruction, Reading Skills, *Structural Analysis (Linguistics)
Identifiers-*Anaphora

Anaphora, a linguistic structure that refers to previously mentioned or implied text, has been implicated as a possible cause of reading comprehension difficulty among children. Reading research has focused on the surface structures of anaphora (pronouns and noun demonstratives, for example) and has viewed comprehension of anaphora as a language learner's systematic acquisition of these various structures. Such an analysis ignores the fact that anaphora reflects a complex relationship between an anaphoric structure and its antecedent. Research in cognitive science reveals that in comprehending anaphora, readers must bring a range of social, factual, and logical, as well as linguistic knowledge to the text. Linguistic analysis of anaphora indicates that it plays an important role in text comprehension by linking the various parts of the text. The study of anaphora promises to provide information concerning the structure of texts and the psychological processes involved in text comprehension. (Appendixes contain anaphora experiment materials and a summary of a cohesion and coding scheme.) (Author/FL)

ED 185 585 CS 205 504

*Meyers, George Douglas*

**Speaking as a Pre-Writing Activity: Its Application to Teaching Community College Freshman Composition Pupils.**

Pub Date-Mar 80

Note-18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Bibliographies, Educational Research, Literature Reviews, *Speech Communication, Two Year Colleges, *Writing (Composition), *Writing Instruction

Identifiers-*Dyadic Communication, *Prewriting

A study conducted to determine if speaking activities facilitated growth in writing involved approximately 60 community college students enrolled in freshman composition. A review of the literature supported the notions that a definite relationship exists between talking and writing, that prewriting activities affect the quality of composition, and that dyadic communication offers the optimum opportunity for using oral language skills to strengthen writing. The study design included pretested experimental and control groups, with the experimental group experiencing 35-40 minutes of paired conversation prior to out-of-class writing. The students produced four sets of essays written in the traditional rhetorical modes sequence of description, narration, exposition, and argument that were rated for general merit and mechanics. Results of the study indicated that using speaking as a prewriting activity produced positive effects for assignments composed in each of the discourse modes: for description, in mechanics; for narration and exposition, in general merit and total evaluation; and for argumentation, in all three mechanics, general merit, and total evaluation. (An extensive bibliography is appended.) (AEA)

ED 185 628 CS 502 900

*Pellegrini, A. D.*

**The Social Orientation of Private Speech.**

Pub Date-Apr 80

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Child Development, *Child Language, Discourse Analysis, Individual Activities, *Language Patterns, Language Research, *Oral Language, *Orientation, Preschool Children, Preschool Education, *Social Environment, Speech Communication, *Speech Habits

Identifiers-Communication Research

The intent of this study was to determine the extent to which preschool children's speech to self, their private speech, was differentiated from their social speech. Ten randomly chosen preschool children, six boys and four girls with a median age of 56 months, were observed in conditions supportive of oral communication (free play), and in conditions not supportive of oral communication (doing puzzles with a noncommunicative adult). The data suggested that the language of preschool children was sensitive to social context. Most private speech was generated in that situation where a response was likely to be elicited from another person. Discourse analysis showed that questions to self by preschool children had the same discourse structure as questions posed to another person. Analysis of individual utterances indicated that the children's private and social speech utterances were predicated (the syntactic subject was pronominalized or deleted). These data supported hypotheses that the language of young children is an outgrowth of their verbal interaction with another person. Thus, the private speech of preschool children in this study was undifferentiated from their social speech. (RL)

ED 185 736 EC 123 575

*Gillespie-Silver, Patricia And Others*

**The Individualized Educational Plan: A Decision-Making Process. A Student-Centered Approach to Training. Trainer's Manual. Revised Edition.**

Spons Agency-Massachusetts State Dept. of Education, Boston. Bureau of Special Education.; Northeast Regional Resource Center, Hightstown, N.J.

Pub Date-Apr 79

Contract-300-77-0537

Note-350p.; For the participant's manual see EC 123 574.

Available from-Connections Publications, 52 Lee St., Cambridge, MA 02139

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01/PC14 Plus Postage.**

Descriptors-*Disabilities, Elementary Secondary Education, Inservice Teacher Education, Instructional Materials, *Program Development, Special Education Teachers, Teacher Education, Teaching Guides, Teamwork, *Training Objectives, Workshops

Identifiers-*Individualized Education Programs

The trainer's manual for teaching aspects of the individualized educational plan (IEP) to teachers of special needs students is presented. An introductory section discusses the objectives of each of the five modules, provides a description of the IEP training materials, an overview of the training procedures, criteria and hints for trainers, a summary evaluation form, and suggestions for workshop planning and preparation. Topics of each of the modules are: (1) context and implications of the IEP, (2) in-school solutions during the prereferral period, (3) components of the IEP, (4) a team approach to IEPs, and (5) review and revision of the IEP. Each module contains an introductory section (in which objectives are outlined), pretraining activities, an overview of the training process, answers to the criterion test, and references. Approximately 85 transparencies are included to assist the trainer in teaching the modules. (PHR)

ED 185 370 CE 024 923

*Albracht, James, Ed.*

**Kansas Vocational Agriculture Education. Basic Core Curriculum Project, Horticulture III.**

Kansas State Univ., Manhattan. Dept. of Adult and Occupational Education.
Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
Note-441p.; Not available in paper copy due to colored paper. For related documents see CE 024 921-922.
Available from-Vocational Curriculum Materials Center, Pittsburg State University, Pittsburg, KS 66762
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Agricultural Education, Agricultural Engineering, Business Skills, Course Content, Greenhouses, Grounds Keepers, High Schools, *Horticulture, Human Relations, Landscaping, Learning Activities, Nurseries (Horticulture), Ornamental Horticulture, State Curriculum Guides, Teaching Guides, Units of Study, *Vocational Education
Identifiers-Kansas

This secondary horticulture curriculum guide is one of a set of three designated as the basic core of instruction for horticulture programs in Kansas. Units of instruction are presented in eight sections: (1) Human Relations, (2) Business Operations, (3) Greenhouse, (4) Retail Flowershop Operation, (5) Landscape Nursery, (6) Lawn Maintenance, (7) Garden Center, and (8) Horticulture Mechanics. Each unit is comprised of the following parts: terminal objective, specific objectives, information sheets, assignment sheets, and unit test. (LRA)

ED 185 427 CE 025 211

**Fiber Glass/Plastics. FOS: Fundamentals of Service.**

John Deere Co., Moline, Ill.
Pub Date-74
Note-34p.; For related documents see CE 024 540-546, CE 024 797-798, CE 025 209-210 and CE 025 212-214.
Available from-John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave., Moline, IL 61265 (Order No. FOS-59B, $3.25; 10 or more $2.44 each; supplementary slide set $32.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Agricultural Education, Agricultural Engineering, Auto Body Repairers, *Equipment Maintenance, Industrial Arts, Motor Vehicles, *Plastics, Postsecondary Education, *Repair, Secondary Education, *Vocational Education
Identifiers-*Fiberglass

This manual on methods of repairing damaged components and parts made of fiberglass/plastics is one of a series of texts and visual aids on operation, diagnosis, and repair of engine powered vehicles. Materials provide basic information with illustrations for use by vocational students and teachers as well as shop servicemen and laymen. Focusing on the nature of fiberglass/plastic, the first of four parts includes a discussion of what fiberglass/plastic is, materials for making it, how fiberglass/plastic parts are made, and types of damage. Part 2 describes materials and tools required for repairing fiberglass/plastic. The third part discusses repairing cosmetic damage such as scratches and gouges. Focusing on repairing structural damage, part 4 addresses the following topics: backing patches; hairline cracks; small fractures: simple curve; large fractures: simple curve; fractures: inaccessible underside; and fractures on a compound curve. Parts 3 and 4 conclude with test questions. Answers to the test questions are appended. (A supplementary 35mm slide set is also available see availability note.) (LRA)

ED 185 450 CG 014 297

*Sweeney, Paul D. And Others*

**The Modification and Prediction of Procrastination in a Personalized Instruction Course.**

Pub Date-79

Note-21p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Achievement, *Behavior Patterns, *College Students, Comparative Analysis, Failure, Higher Education, *Individualized Instruction, Motivation, *Performance, *Self Control, *Success

Identifiers-*Procrastination

Patterns of student performance were examined in a personalized instruction (PSI) course. Introductory psychology students (N 65) were randomly divided into a completely self-paced group and a group that had an early, instructor-imposed deadline. It was hypothesized that the early deadline group would respond at a more even pace throughout the course than the completely self-paced group. The data supported this hypothesis. Students in the deadline group paced their exam-taking rather evenly across the term, while the self-paced group exhibited a typical flurry of activity toward the end of the term. In addition, attempts were made to predict patterns of performance from a number of relevant variables using multiple regression. Achievement motivation and organizational skills accounted for the most variance in pacing behavior, with motivation/interest in college study habits and GPA accounting for significant portions of the variance. (Author)

ED 185 694 EA 012 639

*Bartunek, Jean M. Keys, Christopher B.*
**Power Equalization through Organization Development Training.**
Pub Date-Apr 80
Note-38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Control Groups, *Decision Making, Elementary Education, *Organizational Development, Power Structure, *Principals, Sociometric Techniques, Tables (Data), *Teacher Administrator Relationship, *Teacher Participation, Workshops
Identifiers-*Power Equalization

The effects of a three-year Organization Development (OD) intervention on power equalization were examined in seven experimental and seven control schools. The principals and teachers from experimental schools participated in OD workshops, in a project-coordinating council for planning and policy, and in school goal-setting activities. The power of the principals and teachers became more equalized in experimental schools than in control schools. Teacher participation in decision-making was positively related to power equalization; teacher satisfaction with the administration was partially related to power equalization. Principals in schools where power equalization occurred tended to lose power during the intervention. By the end of the intervention, newcomers were comparable to experienced teachers in power. The results support the view that OD can help reduce power differences in schools. (Author)

ED 185 759 EC 123 914

*McGue, Matthew And Others*

**Validity of the Woodcock-Johnson Psycho-Educational Battery with Learning Disabled Students.**

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report NO.-IRLD-RR-15.
Pub Date-Nov 79
Contract-300-77-0491
Note-56p.; See also EC 123 901-925.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Elementary Education, Exceptional Child Research, *Learning Disabilities, *Standardized Tests, *Testing Problems, *Test Validity
Identifiers-*Woodcock Johnson Psycho Educational Battery

The validity of the Woodcock-Johnson Psycho-Educational Battery was examined using test results of 50 learning disabled fourth graders. The appropriateness of the developmental strategy and the evidence for the external validity of the cluster measures contained in the battery were considered. Results indicated that the factor and scholastic aptitude measures had little external validity when using other standardized measures as criteria. It was suggested that the lack of demonstrable validity resulted from the questionable nature of the operational definitions of the test's constructs. (Author/CL)

ED 185 274 CE 024 484

*Kreps, Alice Roelofs Dreith, Rita Vallero*

**Community Living Skills: Nutrition I.**

Metropolitan State Coll., Denver, Colo.
Pub Date- 76
Note-21p.; For related documents see CE 024 470-488 and CE 024 490-493.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Adult Education, Behavioral Objectives, Class Activities, Cooking Instruction, Course Descriptions, Curriculum Guides, Daily Living Skills, *Developmental Disabilities, *Foods Instruction, Guidelines, Home Economics Skills, Individualized Instruction, Institutionalized Persons, Learning Activities, Lesson Plans, *Normalization (Handicapped), *Nutrition, *Nutrition Instruction, Rehabilitation, Residential Programs, Teaching Guides
Identifiers-College for Living, Metropolitan State College CO

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, Nutrition I. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. The goal for the course is for the student to gain a working knowledge of nutrition and how it affects people. More specific student objectives include (1) to identify four basic food groups by placing food modules in appropriate groups, (2) to discriminate between junk foods and nutritious foods by multiple choice, and (3) to plan a balanced meal. Following a pre- posttest are class activities, teacher notes, and homework assignments for nine steps'' which follow this outline of topics: nutrition, vitamins and minerals, protein, dairy group, bread and cereal, fruits and vegetables, snacks, reviewing nutrition, and broadening one's tastes. Other materials include a vocabulary list, nutrition chart, and extra class activities. Some additional activities for this and related courses are available as CE 024 478. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

ED 185 333 CE 024 798

**Fuels, Lubricants, and Coolants. FOS: Fundamentals of Service.**
John Deere Co., Moline, Ill.
Pub Date-79
Note-71p.; For related documents see CE 024 540-546, CE 024 797 and CE 025 209-214.
Available from-John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave., Moline, IL 61265 (Order No. FOS-5803B, $4.25; 10 or more $3.19 each; supplementary slide set $24.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Agricultural Education, Agricultural Engineering, Agricultural Machinery, Equipment Maintenance, *Fuels, Instructional Materials, *Lubricants, Postsecondary Education, *Power Technology, Secondary Education, Tractors, *Vocational Education
Identifiers-*Coolants

This manual on fuels, lubricants, and coolants is one of a series of power mechanics tests and visual aids on automotive and off-the-road agricultural and construction equipment. Materials present basic information with illustrations for use by vocational students and teachers as well as shop servicemen and laymen. Focusing on fuels, the first of three parts discusses areas such as compression and fuels, octane ratings, selecting fuels for liquid propane gas engines, diesel fuel characteristics, and storing fuels. Part 2, Lubricants, describes engine oils, engine oil ratings, contamination of oil, mistaken ideas about engine oils, storing and handling engine oils, and hydraulic and transmission fluids. Part 3 focuses on coolants and discusses topics such as parts of the liquid cooling system, water as a coolant, warm weather conditioning of the system, preventing corrosion and deposits, and water pump and fan lubrication. Each part concludes with test questions. Answers to the test questions are appended. (A supplementary 35mm color slide set is also available see availability note.) (LRA)

ED 185 472 CG 014 325

*McCune, Shirley Matthews, Martha*

**The Administrator's Role: Outlines and Participants' Materials for Application Sessions for Administrators. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators.**

National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.

Spons Agency-Council of Chief State School Officers, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-Sep 78

Contract-300-76-0456

Note-168p.; For related documents see CG 014 321-326, ED 155 498-508 and CG 014 392.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type- Guides - General (050)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors-*Administrator Role, *Administrators, *Compliance (Legal), Critical Path Method, Elementary Secondary Education, *Equal Education, Federal Legislation, Program Effectiveness, *Program Improvement, *Sex Discrimination, Social Bias

Identifiers-*Title IX Education Amendments 1972

This workshop session is designed to assist administrators responsible for the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in elementary and secondary school settings. These materials focus on helping administrators ensure procedural compliance with Title IX through the establishment of a foundation for sex equity as well as specific strategies for monitoring implementation efforts related to Title IX. Specific topics addressed include the following: (1) assessment of current status and problems; (2) required compliance procedures; (3) roles of the Title IX coordinator; and (4) decision-making activities related to Title IX implementation and monitoring. Additionally, a comprehensive, step-by-step session outline and participant worksheets are provided as aids for workshop facilitators. (Author/HLM)

ED 185 495 CS 005 195

*Schulz, Dorothy Grant*
**Teachers Adapt to Innovation.**
Turner Unified School District 202, Kansas City, Kans.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-30 Jun 79
Grant-NIE-G-78-0028
Note-73p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Computer Assisted Instruction, *Educational Change, *Educational Innovation, Educational Research, Elementary Education, *Program Development, *Program Evaluation, Reading Improvement, Reading Instruction, *Reading Programs, *Teacher Attitudes

Three functions of educational change and innovation are to hypothesize a solution in a school problem solving process, to meet educational goals more efficiently, and to stimulate interest and progressive development in school personnel. The retrospective study of a five-year implementation of a reading improvement program concluded that this program change accomplished all three functions. The school district coupled a new basal reader program and a criterion referenced testing system with computer assisted instructional methods in an attempt to increase student reading achievement. When teachers were asked to report on their perceptions of the program implementation period, they showed that they adapted in different ways. Program implementation was accomplished through structuring skills (correlation guidelines), time (schedules), and routines (classroom and computer procedures). Some teachers developed new organizational arrangements and approaches; but other teachers continued to use old techniques while adding on the new components, creating the sensation that they were teaching two separate reading systems. Teachers found support in exchanging ideas and complaints with other teachers. Overall, many teachers felt that they had developed a new awareness of the components of reading instruction. (Appendixes provide questionnaires and the interview format used in the study.) (RL)

*Creps, Earl*

The Theory and Practice of Genre Criticism: Genre Criticism: The Analysis of Form, Part I; Genre Criticism: Judgment Argument and Evidence, Part II; Pub Date-18 Mar 80

Note-76p.; Study prepared at Northwestern University.
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Classification, Higher Education, *Persuasive Discourse, *Public Speaking, *Rhetoric, *Rhetorical Criticism, *Speech Communication

A three-part study of the forms of rhetorical criticism is offered. Part one reviews the nature of genre criticism, enumerates several concepts of form and the types of genre criticism they produce, and discusses the implications of this relationship between form and genre. Part two is an essay on the methodological implications of form-grounded genre studies, addressing the nature of judgment for the genre critic, the role of argument in generic studies, and the criteria by which critics evaluate the evidence concerning specific forms of persuasive discourse. Part three is a topical bibliography, presenting resources concerned with genre in the arts: the philosophy of form; rhetoric and genre; and 12 categories of genre studies (American, apology, concession/withdrawal, crisis/confrontation, eulogy, the inaugural address, politics, religion, science, war, women's liberation, and miscellaneous topics). (RL)

ED 185 650 EA 012 579

**Legal Information concerning School Attendance. Revised.**

New York State Education Dept., Albany. Bureau of School Psychological and Social Services.
Pub Date-Jan 80
Note-65p.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Information Analyses (070)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Attendance, *Attendance Officers, Attendance Records, *Children, Elementary Secondary Education, *Parent Responsibility, Residence Requirements, *School Attendance Legislation, Suspension, *Youth Employment
Identifiers-*New York

The State Education Department of New York receives many requests for extracts of the laws concerning school attendance. This booklet has been prepared in response to those requests. It attempts to assemble in book form most of the laws and regulations frequently referred to by administrators, attendance teachers, supervisors, and others involved in matters relating to school attendance. Included are the New York State laws and the Commissioner's regulations concerning school attendance as well as instructions for register keeping. (Author/LD)

ED 185 672 EA 012 606

*Richards, Donald M.*

**Superintendents' Reactions to School Finance in Alberta.**

Pub Date-Mar 80
Note-22p.; Paper presented at the Annual Meeting of the American Education Finance Association (San Diego, CA, March 16-18, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Administrator Attitudes, *Educational Finance, Elementary Secondary Education, *Grants, Program Descriptions, *Property Taxes, School Surveys, *Superintendents
Identifiers-*Alberta

The purpose of this paper was to report on the system of school finance in the province of Alberta. The first part of the paper consists of an outline of the legal framework in the Canadian constitution, a description of the current school finance plan, and a summary of a 1979 study of the plan. The bulk of the document concerns a survey of 94 school superintendents concerning their views on (1) the school foundation program fund, (2) the school grants regulations, (3) the property tax, and (4) the entire school finance system. The survey revealed a strength of the system to be its provision for the implementation of a basic provincial educational plan. Weaknesses in the system were related to tax equity and local autonomy. Other issues discussed include the Heritage Savings Trust Fund and grants to private schools. (Author/LD)

ED 185 715 EC 123 525

*Wood, Samellyn*

**Parenting Gifted Children. Oregon Series on Talented and Gifted Education.**

Northwest Regional Educational Lab., Portland, Oreg.; Oregon State Dept. of Education, Salem. Office of Talented and Gifted Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Grant-G007800756

Note-30p.; For related information, see EC 123 522-531.

Available from-Office of Marketing, Northwest Regional Educational Laboratory, 710 S.W. 2nd Ave., Portland, OR 97204 ($2.95 each; $26.55 for the full set)

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Child Development, *Child Rearing, Emotional Development, *Gifted, Moral Development, *Parent Role, Social Development, *Talent

Part of a 10 booklet series on talented and gifted education, the booklet discusses the parenting of gifted and talented children. Some myths and realities about giftedness are examined, along with differences and similarities between gifted and other children. The nurturance and broadening of children who are gifted intellectually, in the visual and performing arts, and in physical development are considered. The emotional development of gifted children is defined, and basic stages of growth are outlined, including trust, autonomy, initiative, and testing rules and relationships. Social development is discussed in terms of understanding individual style, peer groups, social growth indicators, and ways to support growth. Moral growth is described in terms of inner controls, values and decisions, and parental guidance and expectations. Techniques and notes of assurance are presented on providing experiences for gifted children which fully develop their intellect, emotions, social sensibility, and morals. Lists of suggested readings and sources of information on talented and gifted children are also given. (DLS)

ED 185 782 EC 124 027

*Peabody, Ralph L.*

**Development of a Teacher Preparation Program for Teachers of Visually Handicapped/Severely Handicapped Persons. Final Report.**

Pittsburgh Univ., Pa. Dept. of Special Education and Rehabilitation.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
Report NO.-CRDA-13,451B
Pub Date-Aug 79
Grant-OEG-00-76-03233
Note-137p.
Pub Type- Reports - Evaluative (142) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-*Competency Based Teacher Education, Demonstration Programs, Ecology, Higher Education, *Multiple Disabilities, Practicums, *Program Development, *Program Evaluation, Severe Disabilities, Special Education Teachers, *Teaching Skills, *Visual Impairments

A 3 year project was initiated to develop, implement, and evaluate a program for training personnel to work with visually handicapped/multiply handicapped children. The ecological systems model proposed by N. Hobbs was examined as the primary consideration in the development of the program. Teachers under the project were prepared for roles which included itinerant, resource, and residential teaching of the more normal visually handicapped students (grades kindergarten through 12) as well as working as specialists with profoundly low functioning visually handicapped individuals. Among project accomplishments were a literature search in which professional competencies were generated and reviewed, development of an interdisciplinary team course, and development of a Master's comprehensive examination. An evaluation component was designed to determine the effectiveness to which program graduates are meeting the needs of handicapped children and the degree to which the program facilitates the acquisition of specified competencies. Data gathered from questionnaires administered to students, faculty, and employers formed the basis for program changes and modifications. Appendixes, which make up approximately half the document, include the following: a list of states with job opportunities, a typical plan of studies, a chart of objectives and competencies, a list of tests, and guidelines for practicum. (SBH)

ED 185 804 FL 011 046

*Hedley, E. N. V.*

**Developments in Sixth-Form Curriculum and Examinations.**

Pub Date-78

Note-11p.

Journal Cit-Journal of the Modern Language Association of Northern Ireland; n1 p13-22 1978

Pub Type- Journal Articles (080) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Achievement Tests, *Curriculum Evaluation, Educational Testing, Foreign Countries, Higher Education, Language Skills, *Language Tests, *Modern Languages

Identifiers-*Northern Ireland, *United Kingdom

The sixth-form curriculum and examinations in Northern Ireland and Britain are examined. A'' level modern language examinations represent rigorous intellectual demands, in which the examiner looks for evidence of imagination, creativity, linguistic subtlety, and critical appraisal far beyond the O'' level. For the ablest students who have a gifted teacher, such a program has merit, but for many, it is a difficult task. Figures on outcomes of students enrolled in the sixth-form curriculum in England and Wales are presented. The A'' level examination system, linked with the entry requirements to degree courses, is considered by many teachers to stimulate good teaching that results in the achievement of high standards. A substantial body of educational opinion, however, is in favor of a widening of curriculum in the sixth form. (SW)

ED 185 294 CE 024 590

*Atkinson, Donald R.*

**Design, Development, and Evaluation of Career Education Materials for Adult Farmworkers. Final Report, Volume II - Curriculum Guide and Career Education Manual, Part II.**

California Univ., Santa Barbara.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.--498AH70019
Pub Date-May 79
Grant-G007701372
Note-421p.; For related documents see CE 024 588-589.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC17 Plus Postage.**
Descriptors-Adult Education, *Adults, *Agricultural Laborers, Bilingual Education, *Career Awareness, *Career Education, Curriculum Guides, Instructional Materials, *Occupational Information, *Spanish Speaking

This document contains the last nine monographs of a career education manual developed to assist the instructor in presenting a career-awareness course to adult, limited-English-speaking farmworkers. (A companion document, CE 024 589, contains the first seven monographs and a curriculum guide.) These career monographs are written at the 5th-grade reading level in both English and Spanish to facilitate comprehension for persons with limited reading ability. The nine monographs included in this document provide information on occupations in the areas of health, recreation, fine arts/humanities, communications, transportation, construction, business/office, environment, and marine science. (BM)

ED 185 352 CE 024 842

*Bottoms, Gene*

**Statement of Dr. Gene Bottoms, Executive Director, American Vocational Association, before the Senate Subcommittee on Employment, Poverty and Migratory Labor.**

Pub Date-13 Mar 80
Note-15p.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Disadvantaged Youth, *Education Work Relationship, *Federal Legislation, Federal Programs, Job Development, *Job Training, Position Papers, School Community Relationship, Unemployment, *Vocational Education, Work Experience Programs, Youth, *Youth Employment, Youth Opportunities, Youth Programs
Identifiers-American Vocational Association, Comprehensive Employment and Training Act, Youth Act 1980

While strongly supporting the passage of the Youth Act of 1980 (S-2385), the American Vocational Association (AVA) contends that improvements are needed in the bill in order to effect optimal linkages between employment and education agencies toward solving the youth unemployment problem. Specific changes would (1) further the potential of vocational education toward moving disadvantaged youth into stable jobs; (2) assure that quality jobs will be developed; and (3) guarantee Comprehensive Employment and Training Act/Vocational Education linkages as well as S-2385/vocational education linkages. Specifically, six concepts contained in S-2385 and the President's Youth Initiative are supported: (1) basic skills grants; (2) planning efforts linking school programs to the community; (3) using existing resources to link new programs to existing educational programs; (4) allocating a minimum of 25% of the funds to vocational education skills development; (5) flexibility of decision making, allowing creativity at state and local levels; and (6) support for a higher quality education an an opportunity for youths to become more stable in jobs. (Five suggested changes to the overall bill, six to title I, and eleven to title II are outlined.) (MEK)

ED 185 390 CE 025 006

**Activity Based Curriculum for Elementary Education. Additional Activities, K-6.**

Wichita Public Schools, Kans.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 78
Note-402p.; Some colored pages will not reproduce clearly.
Pub Type- Guides - Classroom - Teacher (052) - Non-Print Media (100)
**EDRS Price - MF01/PC17 Plus Postage.**
Descriptors-*Career Awareness, Class Activities, Curriculum Guides, *Educational Games, Elementary Education, *Experiential Learning, Instructional Materials, Learning Activities, *Psychomotor Skills, Teaching Guides

This elementary curriculum is a vehicle to provide manipulative activities that reinforce academic skills through meaningful, relevant, activity-based awareness of modern society. The twenty-six activity plans included in the curriculum place a major emphasis upon realistic or concrete experiences that deal with the manipulation and exploration of materials, tools, and processes. Among the activity plans included are (1) All American Popcorn, (2) Building Contractors Construct a Wren House, (3) Flower Cube on the Assembly Line, (4) Planter Box, and (5) Wooden Coasters. Each activity plan follows a typical format: activity title, area titles and major concepts, description of activity and enrichment, related careers, alternate activity, supplies, equipment, activity procedures, followup ideas, evaluation, health and safety procedures, tips to the teacher, and content material. A final section contains seven additional activity ideas. The game directions for nutrient cards and a permission letter are appended. (LRA)

ED 185 518 CS 005 382

*Gil, Doron And Others*

**The Impact of Training on Diagnosis Consistency. Research Series No. 67.**

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 80
Contract-400-76-0073
Note-63p.; Best copy available.
Available from-Institute for Research on Teaching, College of Education,
Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($5.00)
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Diagnostic Tests, Graduate Study, Higher Education, Pretests Posttests, Reading Consultants, *Reading Diagnosis, *Reading Difficulties, *Reading Research, *Reading Teachers, Reading Tests, *Reliability, Remedial Reading, *Teacher Education

A study was conducted to investigate the degree to which subjects could be trained to improve the reliability of their diagnostic decisions about cases of reading difficulties. Twenty-eight graduate students enrolled in a reading diagnosis course were trained from G. B. Sherman's Model of Reading and Learning to Read, and practiced on simulated cases of reading difficulty. Pretests and posttests were administered, in which the students were asked to diagnose cases, write their diagnoses, and transfer their diagnoses to checklists. Statistics were run to calculate the students' diagnostic agreement with each other. The students' diagnostic agreement approximately doubled from pretests to posttests, indicating that subjects can be trained to improve the reliability of their diagnostic decisions about cases of reading difficulties. (Eleven appendixes include copies of materials used in the course.) (Author/MKM)

ED 185 563 CS 205 478

*Lutz, William D.*

**How to Read 55,000 Essays a Year, and Love It.**

Pub Date-Mar 80
Note-9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Basic Skills, *Evaluation Methods, Higher Education, Program Descriptions, State Programs, Student Evaluation, Student Placement, *Test Construction, *Testing Programs, *Writing (Composition)
Identifiers-Holistic Scoring, New Jersey, *Writing Evaluation

The development of the portion of a basic skills test that would adequately assess the writing ability of entering college freshmen in New Jersey is described in this paper. The stages of the test development process that are discussed include the decision to incorporate a writing sample in the form of an essay on a specified topic, the selection and piloting of an essay topic, the recruitment and training of readers to holistically score the essays, and a statistical analysis of the writing test data. Listed as significant results of this effort are the provision of a data base for a statewide assessment of the writing ability of all freshmen entering all colleges in the state, and the bringing together of college faculty from throughout the state for scoring essays and interpreting test results. (AEA)

ED 185 629    CS 502 901

*Blankenship, Jane Sweeney, Barbara*

**Skills Required of SCA Members Who Hold Jobs in Business, Industry, Government, and Social Service Settings: The Second Study by the SCA Task Force on Career Opportunities.**

Pub Date-Apr 80
Note-16p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Ocean City, MD, April 24-26, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Business Communication, *Communication Skills, Education Work Relationship, Employment Qualifications, *Job Skills, Occupational Information, *Speech Communication, Surveys, *Writing Skills
Identifiers-Speech Communication Association

A study was conducted by the Speech Communication Association (SCA) Task Force on Career Opportunities to obtain and disseminate information about the skills required for a variety of jobs in nonacademic settings and nonteaching jobs within academic settings. Forty-two SCA members responded to a questionnaire in which they listed their job titles and descriptions, identified their jobs as entry or nonentry level, and ranked up to seven required skills for both their jobs and related entry level jobs. The skill most frequently mentioned was writing, with 83% of the respondents citing some form of writing such as letters, memos, reports, speeches, proposals and grants, and news releases. Other skills mentioned in order of decreasing frequency were speaking, interpersonal or small group skills, research skills, organizational ability, listening skills, analytic ability, general management skills, supervisory experience, and knowledge of a particular corporation or industry. Other information elicited by the questionnaire included skills required on entry level jobs and sources of skills both from formal course work and from on-the-job experience. Among the conclusions drawn from the reponses were that career options should be explored before graduation, that curricular changes for speech communication majors may be required, and that internships will be a critical component of the speech communication curriculum. (AEA)

ED 185 695 EA 012 640

*Drezek, Stan And Others*

**Current vs. Ideal Procedures for Determining Educational Program-Evaluation Budgets: A Survey of School Evaluators.**

Pub Date-Apr 80
Note-43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Administrator Attitudes, *Budgeting, *Federal Programs, National Surveys, *Program Evaluation, *Resource Allocation, School Districts, State Departments of Education, Tables (Data)

Both smaller and larger school districts allocate 3 percent of total budgets, or $4.00 per pupil, for program evaluation. Of this $4.00, $3.00 is spent on outcome or process evaluation, 60 cents on program planning/needs assessment, and 40 cents on dissemination/utilization. Findings are from an evaluation budget procedures survey of evaluation directors of 55 local education agencies (LEA) and 14 state education agencies (SEA). A majority recommended a 4-8 percent, sliding scale, program cost allocation for evaluation. LEA respondents judged evaluation more important to subsequent program operation than to program funding. Misunderstanding, high costs, political considerations, and poor quality evaluations lower the priority that educational leaders hold for evaluation. It is recommended that evaluators spend more time communicating and encouraging use of evaluation findings. (Author)

ED 185 737 EC 123 613

*Scott, Leigh S.*

**Identification of Declassified Students: Characteristics and Needs of the Population.**

Pub Date-Sep 79
Note-15p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, September, 1979).
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Diagnostic Tests, *Disabilities, *Educational Diagnosis, Elementary Secondary Education, *Eligibility, Etiology, *Identification, Needs Assessment, Student Evaluation
Identifiers-*Adaptive Behavior Assessment, Declassified Students, Texas (Corpus Christi)

Procedures for the identification and assessment of the needs of declassified students in the Corpus Christi Independent School District are discussed. Declassified students are defined as those who cannot be considered as retarded when adaptive behavior criteria as well as intelligence criteria are used. Assessment is made by a diagnostic team consisting of a school psychologist and educational diagnostician. Tests are given in the areas of intellectual skills, personal adjustment, educational/learning skills, and perceptual motor skills. Adaptive behavior assessment is made using such instruments as the Vineland Social Maturity Scale, the Adaptive Behavior Inventory for Children, and the Texas Environmental Adaptation Measure (a parent interview). Adaptive behavior assessment of 596 students in a 3 year period resulted in declassification of 45% of the students. Half of the declassified students appeared eligible for special education programs; for the remaining half few programs are available and new assessment procedures need to be developed which not only identify declassified children but which discern possible reasons for poor academic performance. (PHR)

ED 185 238 CE 022 867

*Franchak, Steven J. Spirer, Janet E.*

**Evaluation Handbook, Volume 2: Guidelines and Practices for Follow-up Studies of Special Populations.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report NO.-OSU-R&D-Ser-172
Pub Date-79
Contract-300-78-0032
Note-289p.; For a related document see CE 022 866. Some pages will not reproduce well due to small print.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($14.25)
Pub Type- Guides - Non-Classroom (055) - Reports - Evaluative (142) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC12 Plus Postage.**
Descriptors-Data Analysis, Disabilities, *Disadvantaged, Dropout Research, Dropouts, Educational Research, Females, *Followup Studies, Graduates, Graduate Surveys, Guidelines, *Minority Groups, Outcomes of Education, Program Effectiveness, Program Evaluation, *Research Design, Research Methodology, Research Utilization, *Vocational Education, Vocational Followup, Withdrawal (Education)
Identifiers-Limited English Speaking Ability

This handbook for state and local education agencies is intended as a reference to assist in initiating and/or improving follow-up systems or studies of former vocational students classified as special populations. The handbook is a complement to Evaluation Handbook: Guidelines and Practices for Follow-Up Studies of Former Vocational Students, Volume 1 (see Note). Sections 1, 2, and 3 provide a background on evaluation and followup and an overview of special populations which highlights definitional issues and defines the importance of evaluation and followup. Specific titles are Introduction; Evaluation and Follow-Up: Context, Definitions, Models, and Relationships; and Overview of Special Populations. Sections 4, 5, and 6 focus on the procedural steps required in designing, planning, implementing, and using follow-up studies (Issues and Strategies for Follow-Up of Special Populations, Procedures and Practices for Follow-Up Studies, and Using Follow-Up Data and Studies). Where appropriate, citations are made to Volume 1 and information or textual material is taken from that document to support this volume. Other sections include a glossary, annotated bibliography, and appendixes including sample materials and follow-up questionnaires, forms, and interview guides. (YLB)

ED 185 256 CE 024 332

**Jefferson County Adult Reading Project. Final Report.**
Jefferson County Board of Education, Louisville, Ky.
Spons Agency-Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Pub Date-Jun 79
Note-60p.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Academic Achievement, Adult Basic Education, *Adult Reading Programs, Enrollment, Functional Reading, Illiteracy, Literacy Education, Program Descriptions, Program Evaluation, *Reading Instruction, Reading Skills, School Holding Power, *Student Recruitment
Identifiers-Kentucky (Jefferson County), Woodcock Reading Mastery Test

Through the Jefferson County Adult Reading Project, 293 students functioning at a 3.9 reading level and below attended reading classes. Test results demonstrated the growth in educational advancement while retention rates and growing enrollment showed other measures of success in the project components. The Word Identification, Word Attack, and Passage Comprehension sections of the Woodcock Reading Mastery Test, Forms A and B, were used as pre- and post-tests to collect statistical data. Gains were reported per thirty hours of instruction. Recruitment techniques used were intended not only to recruit students but also to create community awareness of the problems of adult illiteracy. The basic reading program chosen for use by the teacher (three were used in the project) was not shown to have a statistically significant effect on academic gains. Analysis of test scores indicated that (1) students completing more grades in school and those with the least amount of time lapsed between termination of formal schooling and enrollment in the program showed greater gains; (2) there was no significant difference between scores by males and females; (3) class time and day had no effect on student gains; and (4) as the number of instructional hours increased (hours attended), the gain increased. (Project information, including recruitment materials and data and enrollment and attendance data, are appended.) (YLB)

ED 185 315 CE 024 757

**Opticalman 3 & 2, Naval Education and Training Command Rate Training Manual and Nonresident Career Course. Revised, 1979.**

Naval Education and Training Program Development Center, Pensacola, Fla.
Report NO.-NAVEDTRA-10205-B
Pub Date-79
Note-510p.; Small type in diagrams will not reproduce well.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF02/PC21 Plus Postage.**
Descriptors-*Curriculum, *Equipment Maintenance, Independent Study, Learning Activities, Light, *Military Training, Navigation, *Optics, *Repair, Spectroscopy
Identifiers-*Navy, Opticalmen

This document contains a U.S. Navy Rate Training Manual and Nonresident Career Course which form a self-study package to teach the theoretical knowledge and mental skills needed by the Opticalman Third Class and Opticalman Second Class. (Opticalmen maintain, repair, and overhaul telescopic alidades, azimuth and bearing circles, binoculars, compasses, gunsights, sextants, hand-held rangefinders, night vision equipment, submarine periscopes and other precision instruments.) Information in the Rate Training Manual (RTM) is divided into the following twelve chapters: (1) Advancement; (2) The Nature of Light; (3) Mirrors and Prisms; (4) Lenses; (5) Basic Optical Systems; (6) Design and Construction; (7) Maintenance Procedures Part I; (8) Maintenance Procedures Part II; (9) Machine Tool Operations; (10) Optical and Navigation Equipment; (11) Night Visual Sights and Gunsights; and (12) Submarine Periscopes. A U.S. Customary and Metric System Units of Measurement table is appended. The Nonresident Career Course (NRCC) follows the RTM index of key terms. The NRCC contains a set of assignments keyed to reading assignments in the Rate Training Manual. It is recommended that this training package be combined with on-the-job training for greater effectiveness. (BM)

ED 185 371

CE 024 924

**Planning Guide for Kansas Farm Business Analysis Programs.**

Spons Agency-Kansas State Dept. of Education, Topeka.; Kansas State Univ., Manhattan.
Pub Date-78
Note-257p.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC11 Plus Postage.**
Descriptors-Accounting, *Agricultural Education, *Farm Accounts, *Farm Management, Learning Activities, Planning, Recordkeeping, Secondary Education, Teaching Guides, *Vocational Education
Identifiers-*Kansas

This planning guide for farm business analysis programs presents units of instruction in four major areas: (1) farm records and accounts (14 units), (2) farm records summary and analysis (17 units), (3) farm planning and reorganization (16 units), and (4) advanced farm and ranch management (11 units). Each unit outline is divided into six major areas: terminal objectives, specific objectives, possible learning activities, outline of instructional content, instructional material, and references. (LRA)

ED 185 409 CE 025 132

*Crouse, Joyce S. And Others*

**Organization and Implementation of Preretirement Education Programs.**

Eastern Illinois Univ., Charleston. School of Home Economics.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Jun 79
Note-46p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Adult Development, *Adult Education, Community Services, *Educational Gerontology, Financial Support, Geriatrics, Gerontology, Older Adults, Participation, Personnel Selection, Planning, *Program Content, Program Design, Program Development, *Program Implementation, Publicity, Recruitment, *Retirement, Retirement Benefits
Identifiers-*Preretirement Programs

Preretirement education programs can help people (1) to develop an awareness of issues which influence retirement satisfaction, (2) to gain information relevant to retirement planning, (3) to explore options available after retirement, (4) to identify resources for implementing preretirement plans, and (5) to identify community services for retired persons. Of the various models of preretirement education programs currently in use, the models that provide learner involvement seem to be most effective, particularly with regard to clarifying attitudes and exploring options. Important considerations in program implementation are target population, sponsorship, staffing, publicity and recruitment, meeting spaces and times, attendance of spouses, and fees. Program content varies, but generally includes orientation to the program and discussion aimed at examining characteristics and situations of older persons and an overview of the retirement process, physical health, nutrition, financial or estate planning, legal affairs, consumer education, housing and living arrangements, income maintenance, and use of leisure time. Additional topics that are desirable to include are mental health, employment, family and other social relationships, community resources, widowhood, human sexuality, death and dying, and spiritual needs of older people. Locally developed financial support for the programs seems to be the most likely source of funding. (Author/YLB)

ED 185 451 CG 014 298

*Bassett, Beau*

**A Report on the Impacts of the August 1977 Changes in the Children's Code Concerning the Handling of Children's Matters in Anchorage.**

Alaska Youth Advocates, Inc., Anchorage.

Spons Agency-Office of Law Enforcement Assistance, Washington, D.C.

Pub Date-May 79

Grant-78-JA-001-LEAA-JJDPA

Note-161p.; Best copy available. Parts of the appendixes may be marginally legible.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - General (140)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors-Child Advocacy, *Children, *Court Litigation, *Delinquency, Delinquent Rehabilitation, Justice, *Juvenile Courts, Models, *Social Services, *State Legislation, Youth Problems

Identifiers-*Alaska

Although geographically specific, this report is intended to serve as an educational resource for community, agency, and legislative personnel regarding the impacts created by revised legislation about children and the approaches used to improve the quality of justice for young people and their families. It is based on changes made in the juvenile delinquency dispositional statute in Alaska. The areas which were impacted by these changes, i.e., the juvenile justice system, the social services system, and miscellaneous children's legislation, are presented in a statute-by-statute format, with a statement of the law followed by an examination of change, legislative intent, extent of and problems with implementation, and general impact analysis of the subsequent changes. The appendices contain statistics on juvenile delinquents, legislative materials, forms used by social services workers, and project report data. (Author/HLM)

ED 185 541 CS 005 421

*Sheridan, E. Marcia*

**Literacy and Language Reform in the People's Republic of China.**

Pub Date-Apr 80
Note-20p.; Paper presented at the Annual Meeting of the Indiana State Conference of the International Reading Association (Indianapolis, IN, April 11-12, 1980).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Foreign Countries, *Government Role, *Language Planning, Linguistics, *Literacy Education, National Programs, Oral Language, Reading Improvement, Reading Materials, Reading Skills, Teaching Methods, Textbook Content
Identifiers-*China

This paper examines the efforts of the Chinese Communist government since 1949 to bring literacy to the masses through its language reform policies. The policies discussed include the establishment of a common dialect, simplification of Chinese characters, and the development of a Chinese phonetic alphabet. In addition, the paper discusses methods and materials used in the teaching of reading in China. (FL)

ED 185 586 CS 205 505

*Witte, Stephen P.*

**Text Cohesion and the Study of Written Discourse.**

Pub Date-Mar 80

Note-17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Information Analyses (070) - Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-College English, College Freshmen, Comparative Analysis, *Discourse Analysis, Expository Writing, Higher Education, *Literary Devices, *Writing (Composition), *Writing Skills

Identifiers-*Cohesion (Written Composition), *Writing Research

M. A. K. Halliday and R. Hasan have provided a system for analyzing the cohesive relations that enable a sequence of T-units to be considered a complete text. (A T-unit consists of a main clause and all its dependent clauses.) These concepts of cohesion proved effective in analyzing the differences between five ``high'' and five ``low'' quality essays written by college freshmen. At the most general level of analysis, the two essay sets differed according to the mean number of words separating cohesive ties, with more cohesive ties appearing in T-units from the good essays. The Halliday-Hasan classifications for span of text also helped distinguish between good and poor writers, with the good writers using substantially more immediate ties and fewer mediated-remote ties than the poor writers. Mediated ties appeared about eight times more frequently in the better essays, a finding that further supported the notion of extending the lexical-semantic domain of a given T-unit beyond its normal bounds. It was proposed that poor writers' dependence on mediated-remote ties partially explained their frequent failure to elaborate and extend lexical-semantic domains, a shortcoming that prevented them from providing as much really new information as the good writers did. (Examples of each of the types of cohesive ties in the Halliday-Hasan system are attached.) (RL)

ED 185 608 CS 502 866

*Hawkins, Robert P. Pingree, Suzanne*

**Television Viewing and Cultural Indicators: Some Notes on Theory and Measurement.**

Pub Date-May 80
Note-24p.; Paper presented at the Annual Meeting of the International Communication Association (Acapulco, Mexico, May 18-23, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Adolescents, Association (Psychology), Children, *Cultural Influences, Foreign Countries, *Habit Formation, Perception, *Programing (Broadcast), Realism, *Selection, Social Influences, Television, *Television Research, *Television Viewing, Violence
Identifiers-Australia

Two underlying assumptions of the Cultural Indicators approach to television research were examined, using data on the television viewing habits of 76 second grade, 150 fifth grade, 509 eighth grade, and 350 eleventh grade students in Perth, Australia. The assumptions were that commercial television presented an organically composed total world of interrelated stories produced to the same set of market specifications, and that television audiences viewed largely nonselectively and by the clock rather than by the program. The evidence on selection and habit in television viewing countered a purely ritual'' overstatement of the Cultural Indicators assumption. Two of the three content types most related to social reality (crime adventure and cartoons) were quite predictable from viewing habits. But habitual television watching itself did not account for all content-specific relationships, because viewing comedy and news programs related to other viewing habits without being related to beliefs about social reality. This evidence pointed to content differences (selection) as a key factor in television viewing even though habit could be considered an important antecedent to much of the viewing that produced the cultivation of a biased conception of the real world. Greater than average viewing times for cartoons and game shows were associated with perceiving the world as relatively mean and violent, while the reverse was true for drama and news viewing. (RL)

ED 185 651 EA 012 580

**Manual of Planning Standards for School Buildings.**

New York State Education Dept., Albany. Div. of Educational Facilities Planning.

Pub Date-77

Note-188p.

Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors-*Compliance (Legal), *Educational Facilities Planning, Elementary Secondary Education, Equipment Maintenance, *Facility Requirements, Safety, School Buses, *State Legislation

Identifiers-*New York

In New York State, all plans and specifications for the erection, repair, enlargement, or remodeling of school buildings in any public school district must be reviewed and approved by the Division of Educational Facilities Planning. The Division also strives to offer advice and counsel to school districts and architects to help them resolve their school building problems. This 1975 edition of the manual includes all amendment and revisions to the original manual issued in 1965. Both minimum requirements, which must be followed, and optional recommendations are included. The words shall'' and must'' indicate requirements should'' and may'' indicate recommendations. The requirements and recommendations are arranged under the headings of structural and safety planning; materials; visual environment; site and utilities; mechanical and electrical planning; heating, ventilating, and air conditioning; plumbing and gas facilities; electrical work; and existing buildings. Thirteen appendices contain additional material, and an index concludes the manual. (Author/MLF)

ED 185 673 EA 012 607

*Fowler, William J., Jr.*

**The Desirability of Applying Cost of Education Indices Given the Current State-of-the-Art.**

Pub Date-26 Oct 79
Note-36p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Information Analyses (070)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Administrators, *Cost Indexes, *Costs, Educational Opportunities, Educational Quality, Elementary Secondary Education, Expenditures, Federal Aid, Finance Reform, Financial Support, Models, *Salaries, State Aid, *Teacher Salaries
Identifiers-*Cost of Education Indexes

The desire to create an effective cost of education index (CEI) arises from a desire to achieve greater equity in state and federal school funding mechanisms. Before such a measure is useful, however, much more thought must be given to the specification of factors differentially affecting demand and supply. Consensus regarding classification of variables must be reached by researchers before sufficient reliability can be attributed to a model to permit its adoption in state aid formulas. More than the areas of transportation and teachers' and administrators' salaries must be included in determining costs before such indices can be utilized. Although ambitious attempts at creating a CEI have been made, they still suffer from some omissions, such as the inability to explain capital expenditures. Perhaps the first application of a successful CEI should not be to adjust state or federal school funding mechanisms but to judge the equity of present expenditures. Development of an acceptable CEI is of utmost importance because without it (1) the thrust of the school finance reform movement will be blunted, (2) federal aid programs cannot recognize differences in costs of compensatory programs, (3) state legislators are reluctant to enact equity provisions, and (4) notions of fiscal equity are impossible to define, investigate, or achieve. (Author/JM)

ED 185 760

EC 123 915

*Sutherland, John H. And Others*

**What Can I Say After I Say LD?**

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report NO.-IRLD-RR-16
Pub Date-Dec 79
Contract-300-77-0491
Note-25p.; See also EC 123 901-925.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Disabilities, Elementary Education, Exceptional Child Research, *Labeling (of Persons), *Peer Acceptance, *Peer Relationship

Forty fourth grade children participated in an investigation of the extent to which ratings of a peer would be differentially affected by categorical labels and assigned attributes. After viewing a videotape, Ss were assigned to one of four treatment groups (label and attribute conditions). Results from a scale requesting opinions about the child on the videotape indicated that positive attributes (humor, sports ability) produced favorable peer ratings when compared to neutral ones. No effects were observed relative to differential ratings of a child as a function of a special education label assigned to him. (Author/CL)

ED 185 805 FL 011 047

*Higman, F. M.*

**Proposals for a New Examination Structure in England and Wales: A Progress Report.**

Pub Date-78

Note-17p.

Journal Cit-Journal of the Modern Language Association of Northern Ireland; n1 p49-64 1978

Pub Type- Journal Articles (080) - Opinion Papers (120) - Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Achievement Tests, Communicative Competence (Languages), *Curriculum Design, Curriculum Development, *Educational Testing, Foreign Countries, *Language Tests, Listening Comprehension, Reading Comprehension, *Reading Skills, Secondary Education, Speech Communication, Written Language

Identifiers-*England, *Wales

Proposals currently being debated for a reform of the examination system at 18 in England and Wales, and comments on the proposals, are presented to aid in future planning of language courses in Northern Ireland. The context in which the new proposals arose is briefly examined. The following three standard course proposals are diagrammed for comparison: Cambridge Local Examination, Midhurst Grammar School, and Associated Examining Board. All three studies envisage much wider reading, including texts other than literary (especially Midhurst and Associated Examining Board). All explore methods of testing at present in experimental use in one board or another (e.g., multiple choice questions, techniques for examining listening comprehension). The three proposals also involve very heavy teaching and private study programs, in particular on reading. Comments are made on the following skill areas: listening comprehension, written comprehension, oral skill, written production, and reading. Each of the three proposals and a fourth one for beginners' German N level proposed by Dr. Harding are discussed. (SW)

ED 185 275 CE 024 485

*Kreps, Alice Roelofs*
**Community Living Skills Guide: Reading I.**
Metropolitan State Coll., Denver, Colo.
Pub Date- 76
Note-42p.; For related documents see CE 024 470-488 and CE 024 490-493.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Adult Education, Beginning Reading, Behavioral Objectives, Class Activities, Course Descriptions, Curriculum Guides, Daily Living Skills, *Developmental Disabilities, *Functional Reading, Guidelines, Individualized Instruction, Institutionalized Persons, Learning Activities, Lesson Plans, *Normalization (Handicapped), Phonics, *Reading Skills, Rehabilitation, Residential Programs, *Sight Vocabulary, Teaching Guides, Word Recognition, Writing Skills
Identifiers-College for Living, Metropolitan State College CO

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, Reading I. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. Goals for the course are for the student to gain a basic sight vocabulary and to develop basic reading skills. The ten steps include recognition of written symbols, recognition of sounds connected with symbols; sight words, common nouns; phonics; phonics, vowels; prefixes, suffixes; structural analysis; simple sentences; and context clues. Contents include a pre-post test and outlines for each step'' with objectives, activities, and teacher notes. Three lists of basic and frequently used vocabulary words are also given. Additional activities for this course and Reading II (CE 024 486) are suggested. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

ED 185 334 CE 024 813

**Eight Reasons Why Our Economy Needs More Federal Support of Vocational Education.**

American Vocational Association, Washington, D.C.
Pub Date- 80
Note-12p.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Federal Aid, *Federal Government, Federal Programs, *Financial Support, *Government Role, Government School Relationship, National Programs, Public Support, *Vocational Education
Identifiers-American Vocational Association, United States

Programs of vocational education focus on raising the productive capacity of individuals. Because of this commitment to human development, vocational education is a resource that can help solve many of the pressing economic problems facing our nation at this time. A federal investment in vocational education is in fact a very viable means of boosting our country's economy. There are eight reasons why our economy needs more federal support of vocational education: (1) to increase productivity, making it possible for employers to pay higher wages, (2) to provide skilled workers to meet the demands of employers, (3) to increase the earning power of individuals, (4) to improve opportunities for the poor and underachievers, (5) to reduce youth unemployment through in-school and out-of-school programs that provide educational skills and work experiences for disadvantaged youth, (6) to stimulate economic growth, (7) to enhance the federal/state/local partnership, and (8) to increase the federal government's credibility with the nation's taxpayers. (LRA)

**Mowing and Spraying Equipment. FOS: Fundamentals of Service.**
John Deere Co., Moline, Ill.
Pub Date-74
Note-38p.; For related documents see CE 024 540-546, CE 024 797-798, CE 025 209-211 and CE 025 213-214.
Available from-John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave., Moline, IL 61265 (Order No. FOS-56B, $3.25; 10 or more $2.44 each; supplementary slide set $30.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Agricultural Education, Agricultural Engineering, *Agricultural Machinery, *Equipment Maintenance, Postsecondary Education, Secondary Education, *Vocational Education
Identifiers-*Mowing Equipment, *Spraying Equipment

This manual on mowing and spraying equipment is one of a series of power mechanics texts and visual aids on servicing of automotive and off-the-road agricultural and construction machinery. Materials provide basic information and illustrations for use by vocational students and teachers as well as shop servicemen and laymen. Focusing on mowing cutter bars, the first of two parts addresses topics such as types of cutter bars; cutter bar components; maintenance and adjustment; adjusting the cutter bar, knife, guards, cutter bar lead, the operating height, and the cutter bar tilt; removing and repairing the knife; and servicing the guards and shoes. Part 2 focuses on spraying nozzles and addresses topics such as flow rate, atomization, types of nozzles, calibrating the application rate, checking nozzle tip flow rate, problems with nozzles, cleaning of nozzles, and calibration formulas. Each part concludes with test questions. Answers to the test questions are appended. (A supplementary slide set is also available see availability note.) (LRA)

ED 185 716 EC 123 526

*Buisman, Jackie*

**Organizing a Parent Support Group for Talented and Gifted. Oregon Series on Talented and Gifted Education.**

Northwest Regional Educational Lab., Portland, Oreg.; Oregon State Dept. of Education, Salem. Office of Talented and Gifted Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Grant-G007800756

Note-33p.; For related information, see EC 123 522-531.

Available from-Office of Marketing, Northwest Regional Educational Laboratory, 710 S.W. 2nd Ave., Portland, OR 97204 ($2.95 each; $26.55 for the full set)

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Gifted, *Organizations (Groups), *Parent Associations, *Parent Participation, *Parent Responsibility, *Talent

Part of a 10 booklet series on talented and gifted education, the booklet discusses organizing a support group for parents of talented and gifted children. Aspects described include making the contacts, developing the structure of the group, possible group projects and activities, and suggested program topics. Techniques for insuring group success are also described. Model by-laws for such a group are appended. (DLS)

ED 185 295 CE 024 593

*Santos, Otto Olinzock, Anthony A.*

**Systematic Approach to Occupational Experience in Vocational Education. A University Based Model for Business & Office Education.**

Pub Date-80

Note-21p.; Paper presented at the American Educational Research Association Annual Meeting (Boston, MA, April, 1980). Parts may not reproduce clearly.

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Business Education, Business Education Teachers, Core Curriculum, Graduate Study, Higher Education, Inservice Education, *Inservice Teacher Education, *Models, Postsecondary Education, *Preservice Teacher Education, Teacher Certification, Work Experience, *Work Experience Programs

A comprehensive work experience model based on demonstrated competence in a business or office occupational area was developed for training or retraining vocational education teachers in Ohio. Developed to meet occupational certification requirements within pre-service and inservice professional courses, the model addresses the needs of individuals with little or no occupational work experiences as well as those who, though certified, need to keep updated in their specialty area. Utilizing a core curriculum format, the model provides for three alternative program strands, each available on the undergraduate, graduate, and inservice levels. The three strands are categorized by no occupational experience, minimal occupational experience, and occupational experience of one year or more. The model may be incorporated into existing independent study courses or by use of a three-course format: Introduction to Work Education (three credit hours), Business Seminar Work Observations (three credit hours), and Business Internship On-the-Job Training (one to six credit hours). (A step-by-step procedure for each program strand and a definition of terms section are included in the model.) (MEK)

ED 185 353 CE 024 845

*Mitchell, Marianne H.*

**Library Information for Vocational Education System. Final Report.**

Indiana Univ. Foundation, Bloomington.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.--498AH70321

Pub Date-Sep 79

Grant-G007703001

Note-85p.; For a related document see CE 024 846. The second half of this document will not reproduce well due to broken type.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-*Adults, *Career Guidance, *Community Information Services, *Disadvantaged, Employment Opportunities, Information Seeking, Library Services, Minority Groups, *Occupational Information, Participant Satisfaction, Program Development, Program Implementation, *Public Libraries, Resource Materials, Staff Development, Summative Evaluation, Vocational Education

Identifiers-Indiana (Monroe County)

A project was conducted to accomplish the following objectives: (1) to provide a pilot program in the Monroe County (Indiana) Public Library where low-income or unemployed adults can find non-biased, non-stereotyped vocational information, guidance, and referral in the areas of job training, job opportunities, required skills, job descriptions, employment outlooks, and related concerns; (2) to encourage these adults, particularly minorities and the disadvantaged, to utilize the service; and (3) to provide librarians with the vocational materials and interpersonal and professional skills necessary to serve these adults. First, a survey was conducted to develop a profile of the Monroe County adult vocational information seeker as to age, sex, education, and other individual characteristics. Next, commercial and non-commercial bibliographic materials were identified along with community educational, industrial, and government personnel who could serve as human resources. An implementation guide was developed (see CE 024 846) and an in-service workshop was provided for participating librarians and community personnel. A summative evaluation of the project products were well done and appropriate for their intended audience. User satisfaction, based on a limited sample (N 26), was reported high. (Author/BM)

ED 185 372 CE 024 941

Fundamentos Basicos de Career Education. Monografia en Career Education.
Office of Education (DHEW), Washington, D.C.
Pub Date- 80
Note-55p.; For a related document see ED 145 252.
Language-Spanish
Pub Type- Information Analyses (070)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Basic Skills, Career Awareness, *Career Education, Career Exploration, Career Guidance, Community Colleges, Community Cooperation, Community Coordination, Community Support, Coordinators, Educational Methods, *Educational Needs, *Educational Objectives, *Educational Philosophy, *Educational Practices, Evaluation, Fused Curriculum, General Education, Higher Education, Inservice Teacher Education, *Program Effectiveness, Vocational Education

This document is the Spanish translation of ED 145 222, A Primer for Career Education. In this monograph, a view of the basic nature of the career education effort is discussed under the following topics: the basis of need for career education; the meaning and goals of career education; the difference between career education and vocational education; career education and basic academic skills; career education and career guidance/career development; infusion/threading/weaving in career education; collaboration in career education; career education goals and the goals of American education; career education and higher education; career education and community college; inservice education in career education; community career education coordination; career education and treatment''; and evaluation. (BM)

ED 185 391 CE 025 007

**Central Kansas Career Development Program: A Collection of Units in Career Decision Making. Ten Sequential Instructional Modules to Assist Secondary Students in the Development of Occupational Decision Making Skills.**

Central Kansas Area Vocational Technical School, Newton.

Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.

Pub Date-Aug 78

Note-66p.; Not available in paper copy due to light type and colored paper.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Ability, Behavioral Objectives, *Career Choice, *Career Development, Career Education, Career Planning, Decision Making, *Decision Making Skills, Goal Orientation, Grade 9, Grade 10, Learning Activities, Minicourses, Needs Assessment, *Occupational Information, Rewards, Secondary Education, Student Characteristics, Student Interests, Talent, Values, *Values Clarification, Vocational Aptitude

These ten sequential instructional modules are intended to assist secondary students in the development of occupational decision-making skills. Designed for grades 9 and 10 (but adaptable to grades 8, 11, and 12), the minicourse covers three areas values, occupational information, and career decision making (which links the other two areas). Topics include values clarification; individual values; different rewards from different jobs; setting value priorities; choosing between competing alternatives; individual abilities and interests; steps in decision making (goal setting); errors in decision making and collecting information; occupational costs, rewards, and characteristics; and career decision making. Each unit contains some or all of the following information: developmental and performance objectives, capsule description of the unit, materials needed, and student activities with necessary handouts and materials. (YLB)

ED 185 473 CG 014 326

*Matthews, Martha McCune, Shirley*

**The Context of Title IX: Outlines and Participants' Materials for Generic Session One. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Postsecondary Educators.**

National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.

Spons Agency-Council of Chief State School Officers, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-Sep 78

Contract-300-76-0456

Note-87p.; For related documents see CG 014 321-325, ED 155 498-508 and CG 014 392.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type- Guides - General (050)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-*College Administration, College Faculty, Educational Legislation, Educational Practices, *Equal Education, *Federal Legislation, Inservice Education, Postsecondary Education, *Program Development, *Sex Discrimination, Sex Fairness, *Social Bias, Workshops

Identifiers-*Title IX Education Amendments 1972

This workshop session is designed to assist educators responsible for the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in postsecondary settings. Topics addressed by these materials include the following: (1) assessing the extent of sexism; (2) the legal context of Title IX; and (3) the social-educational context of Title IX. Workshop participants are encouraged to focus on their own personal awareness of sex discrimination and the extent to which it exists in their educational setting as well as to begin setting goals for nonsexist educational practices. Additionally, a comprehensive, step-by-step outline and participant worksheets are provided as aids for workshop facilitators. (Author/HLM)

ED 185 496 CS 005 331

**Advisement to Wisconsin School Districts in Developing K-12 Reading Programs Pursuant to Sec. 118.015 Wis. Stats.**

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.

Report NO.-WSDPI-Bull-8538

Pub Date-Jun 79

Note-17p.

Pub Type- Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Board of Education Role, *Developmental Programs, Elementary Secondary Education, *Program Implementation, Reading Consultants, *Reading Instruction, *Reading Programs

Identifiers-*Wisconsin

Intended for use by local school districts to facilitate the implementation of kindergarten through grade 12 developmental reading programs for all students in Wisconsin, this booklet explains the legislation that mandates such programs. Divided into four parts, the booklet discusses the purpose and intent of a developmental reading program, including an overview and program criteria, the employment of a reading specialist, the duties of the specialist, and the duties of the local school board. (AEA)

ED 185 519 CS 005 383

*Heffernan, Barbara K.*

**Phonic Generalizations A Survey of Seven College Level Reading Textbooks.**

Pub Date-80

Note-128p.; M. A. Thesis, Kean College. Not available in paper copy due to marginal legibility of original document.

Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Basal Reading, *Beginning Reading, Higher Education, *Phonics, Reading Instruction, *Reading Research, *Reading Teachers, *Research Utilization, *Teacher Education

Results of the examination of teacher's manuals, grades one through four, that accompany a number of basal reading series used in schools in Staten Island, New York, indicated that although teacher's manuals included many phonic rules, none of the examined texts gave any utility or frequency data or cited any research studies to support the inclusion of the selected phonic rules. This discovery led to the decision to investigate seven undergraduate level texts used to teacb reading methods courses in colleges and universities in the New York City metropolitan area to see if they adequately prepared and acquainted future teachers with the research available on the value and limitations of phonic generalizations. The study revealed that only two college texts included references to the major studies of T. L. Clymer (1963), M. H. Bailey (1967), and R. Emans (1967). Two texts cited other research studies. Each of the seven texts presented a number of phonic rules, yet did not give any utility data to support the usefulness of the rules presented. No studies after 1971 were cited, although none of the texts had been revised or published any earlier than 1975, and little overlap was found in the cautions presented in the texts for using phonic rules. (MKM)

ED 185 542 CS 005 423

*Reynolds, Ralph E. Ortony, Andrew*

**Some Issues in the Measurement of Children's Comprehension of Metaphorical Language. Technical Report No. 172.**

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 80

Contract-400-76-0116

Note-42p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Cognitive Processes, Discourse Analysis, Elementary Education, *Figurative Language, *Language Acquisition, *Language Processing, *Metaphors, *Reading Comprehension, Reading Research

Identifiers-*Center for the Study of Reading IL

A total of 411 elementary school children seven to twelve years old read short prose passages and selected the most appropriate continuation sentence from four alternatives. The completion sentences were constructed so that the correct (target) response involved either an explicit (simile) or an implicit (metaphor) metaphorical comparison. It was found that the children selected significantly more explicit target sentences than implicit target sentences. The children also made more correct selections when the referent of the metaphorical comparison was specifically denoted than when the identity of the referent had to be inferred. Thus, the measurement of children's understanding of metaphorical language was all too easily confounded by general language variables (indirectness and referential specificity) having no particular connection to metaphorical language. (RL)

ED 185 564 CS 205 479

*Wess, Robert C.*

**Publishing Student Writing: An In-Class Model.**

Pub Date-Mar 80

Note-8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-College English, Course Descriptions, Higher Education, Student Motivation, *Student Publications, Teaching Methods, *Writing (Composition), *Writing Instruction

Identifiers-*Writing for Publication

After reviewing the benefits of the in-class publishing of student writing, this paper describes such a college freshman publication and the process of producing it. The reasons presented in support of publishing student work include the observations that most students have no other opportunity to publish; that the composition classroom should be a workshop where students learn revision, proofreading, and preparing a manuscript for close scrutiny; and that the relative immediacy of such a publication generally intensifies the writing efforts of unpublished students. Described in the process of producing the publication are marketing the project to the students, arranging financing, collecting and selecting manuscripts, organizing the contents, and distributing the complete booklet. (AEA)

ED 185 696 EA 012 641

*DiBiase, Elaine R.*

**Tenure, Alternatives-to-Tenure, and the Courts.**

Pub Date-Apr 80
Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Legal/Legislative/Regulatory Materials (090)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Academic Freedom, *College Faculty, *Court Litigation, *Employment Practices, *Faculty Promotion, Higher Education, *Tenure
Identifiers-*American Association of University Professors

The objective of the research reported in this speech was to investigate the extent to which alternatives to tenure will withstand legal scrutiny and the degree to which higher education, through the alternative configurations, and the courts, through legal interpretations, are modifying traditional tenure. Tenure principles of the profession are compared with legal principles identified in court cases involving nontenured faculty and with the alternative configurations. Eighty post-1972 court cases were utilized to explain the degree to which the courts have internalized 38 tenure principles identified from analysis and synthesis of professional literature and grouped under the general principle that tenure is an earned status.'' Among the conclusions are that neither the alternative-to-tenure configurations nor the courts have altered the classical structure of tenure; the alternative-to-tenure configurations will withstand legal scrutiny; and a significant number of institutions are adopting alternatives to tenure which take a variety of configurations. (Author/MLF)

*Scott, Leigh S.*

**Adaptive Behavior Assessment and the Implementation of P.L. 94-142.**

Pub Date-Nov 79
Note-13p.; Paper presented at the Annual Meeting of the Texas Psychological Association (San Antonio, TX, November, 1979).
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Compliance (Legal), *Diagnostic Tests, *Educational Diagnosis, Educational Legislation, Elementary Secondary Education, Evaluation Criteria, *Handicap Identification, Informal Assessment, *Mental Retardation, *Slow Learners, *Student Evaluation
Identifiers-*Adaptive Behavior Assessment, Texas (Corpus Christi)

Assessment of the adaptive behavior of public school children being considered for placement in the special education programs for the mentally handicapped in the Corpus Christi (Texas) Independent School District (CCISD) is discussed. Formal and informal assessment procedures are used, with a team of two associate school psychologists having the responsibility for the formal assessment of students. Assessment of the child incorporates review of the child's folder with a diagnostic team; an adaptive behavior test; an interview with parents; and a site visit to the child's school to speak with his/her teacher and observe the child in the classroom. A written report is made to the diagnostic team and a determination of placement is made. Instruments used in the assessment include the Texas Environmental Adaptation Measure (a locally developed experimental measure), the Adaptive Behavior Inventory for Children, the American Association of Mental Deficiency's Adaptive Behavior Scale Public School Version, and the Vineland Social Maturity Scale. Assessment of adaptive behavior (as conducted in the CCISD) satisfies a number of the requirements of Public Law 94-142 (the Education for All Handicapped Children Act), such as the need for nondiscriminatory assessment techniques. Assessment has also proved useful in providing more information about students and involving parents, as well as resulting in the declassification of large numbers of students who would have been classified as mentally handicapped by previously used assessment criteria. (PHR)

ED 185 761 EC 123 916

*Ysseldyke, James E. And Others*

**The Influence of Test Scores and Naturally-Occurring Pupil Characteristics on Psychoeducational Decision Making with Children.**

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report NO.-IRLD-RR-17
Pub Date-Dec 79
Contract-300-77-0491
Note-30p.; See also EC 123 901-925.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Behavior Problems, *Decision Making, *Disabilities, Educational Diagnosis, Emotional Disturbances, Exceptional Child Research, Sex Differences, Socioeconomic Influences, *Student Characteristics, *Student Evaluation, Student Placement, *Teacher Attitudes, *Test Results

One hundred fifty-nine members of pupil placement teams participated in an examination of the extent to which sex, socioeconomic status, physical appearance, and nature of referral problem biased the psychoeducational assessment and decision making process for children with suspected handicapping conditions. Ss were assigned to 16 conditions in a computer simulated decision making exercise. Test usage was consistent across conditions. Only the nature of the referral problem influenced outcome decisions. Although test results indicated average behavior, decision makers classified students referred for behavior problems'' as emotionally disturbed significantly more often than any other classification. Decision makers perceived scores on intelligence tests, achievement tests, and the disparity between the two as most influential on their decisions. Personality test scores and behavior rating data were seen as having a greater influence on outcome decisions when the student demonstrated behavior problems. Decision makers perceived naturally occurring pupil characteristics as differentially influencing their decisions. (Author/CL)

ED 185 783 EC 124 028

*Cadman, Lois A.*

**PEECH Outreach Project (A Program for Early Education of Children with Handicaps). 1978-79 Final Report.**

Education Service Center Region 9, Wichita Falls, Tex.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No.--44-BH-80046
Pub Date-30 Jun 79
Grant-G007802265
Note-142p.; Print is light and may not reproduce well.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-Demonstration Programs, *Disabilities, *Early Childhood Education, Home Programs, Inservice Teacher Education, *Outreach Programs, Paraprofessional Personnel, *Parent Education, Program Descriptions, *Program Evaluation, *Rural Education, Teacher Education
Identifiers-*PEECH Outreach Project

The doument provides seven appendixes containing information on the PEECH (Program for Early Education of Children with Handicaps) Outreach Project. Appendix I contains a financial report form for the project. Outlined in Appendix II are PEECH Outreach goals and objectives (including the presentation of a Home Intervention Training Program), project services (such as technical assistance for replication), and responsibilities and qualifications of project staff. Appendix III consists of the final evaluation report. The report notes that five objectives were accomplished: (1) development of a model program for training handicapped children (6 months to 6 years) living in a rural area; (2) training of parents as paraprofessional educators of handicapped children; (3) use of parent paraprofessional educators as home teachers of handicapped children under the direction of certified teachers; (4) provision of preservice and inservice training of project personnel and parents of handicapped children involved in the project; and (5) provision for demonstration, dissemination, coordination, replication, and evaluation of the project. Included in the report is a detailed account of Project PEECH evaluation. A chart summarizing data on personnel receiving service is given in a fourth appendix. Tables with specific objectives data are presented in Appendix V; while Appendix VI offers copies of reports to outreach sites. A final appendix inventories PEECH Outreach professional books, texts, and training materials. (SBH)

ED 185 587 CS 205 506

*Fitzgerald, Thomas P.*
**Critical Listening Activities: A First Step in Language Arts.**
Pub Date- 79
Note-9p.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Elementary Education, Language Arts, *Learning Activities, *Listening Comprehension, Listening Habits, *Listening Skills, *Oral Language, Teaching Methods

Four activities are suggested to develop student appreciation for the relationships between listening and the other language arts. The activities are designed to improve on present classroom instruction, which usually provides little time for formal oral language instruction. Each activity begins with some aspect of oral language training and proceeds to reading and writing instruction. The titles of the activities reflect their specific emphasis within oral language development: Describe Me Well'' (giving oral directions), What Did Ya Hear?'' (developing critical listening skills), Sum of This and Sum of That'' (summarization), and Imagine Me Today'' (expressive language in creative dramatics and the development of images). What should be evident in using these activities is the need for more direct instruction in oral language skills and the importance of these skills within the scope of language arts instruction. Hearing without listening must be replaced by listening which is active, questioning, critical, and evaluative. (RL)

ED 185 630 CS 502 902

*McDermott, Virginia*

**The Role of Interpersonal Processes in Adjusting to Retirement.**

Pub Date-Apr 80
Note-27p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 10-12, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Adjustment (to Environment), Behavior Change, Expectation, Information Needs, Information Networks, *Information Seeking, *Information Sources, *Interpersonal Relationship, Life Style, Older Adults, Orientation, *Retirement, Self Concept, *Self Esteem, Social Problems, Work Attitudes

In a study using qualitative and quantitative indicators to measure adjustment to retirement, it was proposed that people come to understand who they are in relation to the other social objects in their environment, including other persons. The study sample was comprised of 12 retired and 12 nonretired persons, all within about 18 months of their retirement date. Data were collected during interviews with the subjects and with a battery of paper and pencil instruments that measured self concept, significant others, communication networks, the quality and quantity of retirement-related conversations, and expectations for retirement. The results supported the theory that a significant life event, such as retiring, disrupts the long established interactive patterns that transmit information about personal self worth. Both the quantity and quality of interactions influenced individual perceptions of the retirement lifestyle. The size and composition of individual communication networks influenced both attitudes about the self and about retirement. A disquieting finding was that the individuals who were more satisfied with their jobs were less satisfied with retirement, possibly because their self-concepts were more intimately bound to their jobs. (RL)

ED 185 652 EA 012 581

**Handbook on Tentative Standards and Procedures for the Registration of Secondary Schools. 1979-80 Field Trial Edition.**

New York State Education Dept., Albany.
Pub Date-Oct 79
Note-102p.
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160) - Legal/Legislative/Regulatory Materials (090)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-*Accreditation (Institutions), Curriculum, Discipline Policy, Educational Legislation, High Schools, *Institutional Evaluation, Methods, *Program Evaluation, School Administration, State Boards of Education, State Departments of Education, *State Standards
Identifiers-New York

This handbook contains the tentative secondary school registration standards and procedures approved by the New York State Board of Regents for the 1979-80 school year. It explains the program providing for the registration (or accreditation) of New York schools and outlines the steps that will make up the registration procedure. Most of the publication consists of the guide for the review of secondary school programs. Part 1 of the guide allows both the secondary school and the state education department to evaluate secondary school educational practices. In workbook form, it asks for information about the school concerning such areas as achievement, curriculum and instruction, school facilities, and student supervision. Part 2 of the guide allows the school and the education department to determine to what extent the secondary school meets the requirements established by relevant New York laws and directives. Also in workbook form, this portion of the guide concerns such areas as attendance, instructional program, handicapped children, and school libraries. The standards and procedures in this book are tentative and will be field tested until the fall of 1980 when final standards and procedures will be adopted. A 10-page glossary of terms used in the guide is included. (Author/JM)

ED 185 674 EA 012 608

*Fowler, William J., Jr.*

**The Relationship of Expenditure Level and Tax Rate to School District Income, Occupation, and Education.**

Pub Date-11 Apr 80
Note-66p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Community Characteristics, Education, *Educational Finance, Elementary Secondary Education, *Expenditure Per Student, Family Income, Fiscal Capacity, Occupations, *School District Spending, Socioeconomic Status, State Aid, State School District Relationship, Tables (Data), *Tax Rates
Identifiers-New York

The research discussed in this speech was undertaken to demonstrate the relationship between the per pupil expenditure and the community attributes of education, occupation, and income in New York State and the relationship between community attributes and tax rate. In addition, analyses of tax rate and expenditure level were undertaken. The remainder of the paper discusses previous findings regarding the relationships of school district property wealth, income, tax rate, and expenditure level; explains the present study; and discusses the findings. Finally, the article examines the results compared with previous studies, and suggests avenues for further research. (Author/MLF)

ED 185 316 CE 024 761

**ICCE Newsletter. Volume 9, Number 1.**
International Council for Correspondence Education.
Pub Date-Sep 79
Note-25p.; Not available in paper copy due to colored paper.
Journal Cit-ICCE Newsletter; v9 n1 Sep 1979

Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141) - Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Academic Achievement, Adult Education, Autoinstructional Aids, *Communication (Thought Transfer), *Computer Assisted Instruction, *Correspondence Study, Curriculum Research, Educational Research, Feedback, *Home Study, Interaction, Intermode Differences, *Programed Tutoring, Student Teacher Relationship, Study Habits, *Telephone Instruction, Tutoring
Identifiers-European Home Study Council, Two Way Communication

The three main articles describing sub-projects'' of the European Home Study Council (EHSC) research project, Two-Way Communication in Correspondence Education,'' are short versions of papers presented by researchers at the University of Lund, Sweden, at the EHSC spring 1979 workshop. Postal Two-Way Communication in Correspondence Education'' concentrates on three problems of the traditional mode: submission density, self-check tests to replace assignments for submission, and computer-assisted correspondence tutoring. These results are reported: no significant differences between the variables in the first two problems and higher starting and completion rates for computer-assisted courses. Correspondence Education Combined with Systematic Telephone Tutoring'' compares a group receiving telephone tutoring with a control group with these results: telephone tutoring is suited for foreign language study, study time is not affected, a students receiving tutoring showed increased interest and knowledge of the subject.

Correspondence Education Combined with Face-to-Face Meetings'' presents results of studies of outcomes, two types of face-to-face tuition, and background variables in student choice of method. These preliminary results are cited: course completion and study time are positively affected, students feel teacher contact is an advantage, and little difference is seen between teacher-controlled teaching and the student-centered approach. (YLB)

ED 185 410 CE 025 133

**Development of a Plan for Research, Development and Instruction in Adult Vocational Education. Final Report.**

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-30 Jun 79

Note-264p.
Pub Type- Guides - Non-Classroom (055) - Information Analyses (070)
**EDRS Price - MF01/PC11 Plus Postage.**
Descriptors-*Adult Vocational Education, Agency Cooperation, Articulation (Education), Career Change, Community Education, Cooperative Programs, *Coordination, Delivery Systems, Demonstration Programs, Educational Development, *Educational Planning, Educational Research, Enrichment Activities, Improvement, Individual Needs, Institutional Cooperation, Job Training, Needs Assessment, Occupational Mobility, Program Development, Promotion (Occupational), Reentry Workers, *Relevance (Education), Retraining, *Statewide Planning, Underemployment, Unemployment
Identifiers-Illinois

This report of a project to begin to develop a plan for research, development, and instruction in adult vocational education in Illinois has two specific goals: (1) to identify the current status of adult vocational education in Illinois and (2) to recommend key directions for state actions. It presents information collected through a comprehensive review of literature supplemented by interviews with key individuals involved in adult vocational education in Illinois and by information obtained from adults with a need for vocational education. Following an introductory section and another discussing the current status of adult vocational education, major groups of adults who need and could benefit from vocational education are considered individually in five sections. These groups consist of adults who are (1) seeking to upgrade occupational skills for purposes of occupational maintenance or advancement, (2) planning or undertaking a mid-life career change or re-entering the paid work force after an extended absence, (3) unemployed and/or underemployed, (4) seeking vocational education for avocational purposes. Each section describes problems encountered in delivering vocational education to each of these groups, identifies exemplary programs and available opportunities for each group, and makes recommendations for action concerning delivery of vocational education to each group. (YLB)

**Shop Tools. FOS: Fundamentals of Service.**
John Deere Co., Moline, Ill.
Pub Date-80
Note-42p.; For related documents see CE 024 540-546, CE 024 797-798, CE 025 209-212 and CE 025 214.

Available from-John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave., Moline, IL 61265 (Order No. FOS-51B, $3.25; 10 or more $2.44 each; supplementary slide set $18.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Agricultural Education, Agricultural Engineering, Auto Mechanics, Equipment Maintenance, *Hand Tools, Industrial Arts, *Machine Tools, Postsecondary Education, Secondary Education, *Vocational Education

This shop tools manual is one of a series of power mechanics texts and visual aids on servicing of automotive and off-the-road equipment. Materials provide basic information and illustrations for use by vocational students and teachers as well as shop servicemen and laymen. Sections describe the use of the following tools: screwdrivers, hammers, pliers, wrenches, chisels, punches, files, hacksaws, vises, clamps, twist drills, taps and dies, screw extractors, pullers, magnetic pick-up tools, inspection mirrors, tubing cutters, soldering equipment, feeler gauges, micrometers, dial indicators, spring testers, pressure gauges, and speed-measuring tools. The manual concludes with test questions. Appended material includes tables of weights and measures and the test question answers. (A supplementary 35mm slide set is also available see availability note.) (LRA)

ED 185 452 CG 014 299

*Hawkins, Mable T. Emanuel*

**A Survey of State Certification Standards for School Social Workers, Home-School Visitors, Visiting Teachers, and Attendance Workers.**

Pub Date-79

Note-86p.

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Certification, Counselor Training, Elementary Secondary Education, *Professional Training, *Pupil Personnel Workers, *School Social Workers, *Standards, State Boards of Education, *State Legislation

This directory, based on a national survey, provides information about state certification standards for school social workers. The format is a state-by-state listing which outlines information on: (1) certification by state regulation or legislation; (2) certification process; (3) for each job title, the level of certification, teaching and preparation prerequirements, length of certification validity, reciprocity, and function; and (4) source of information. (HLM)

ED 185 609 CS 502 869

*Newcombe, P. Judson*

**Some Influences on Teachers and Teaching in 2030: Projections, Predictions, and a Scenario.**

Pub Date-Nov 79
Note-20p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Computer Managed Instruction, *Educational Change, Educational Television, *Futures (of Society), *Speech Communication, Teacher Education, Teacher Improvement, Teacher Role, *Television Teachers

Predominant in a list of the problems and predictions for education in general and speech communication education in particular for tbe next 50 years are both the changing form and function of the educator. A scenario of education in 2030 includes a nationwide teacher agreement that results in the release of students from mandatory attendance at schools except for extended study sessions, teacher supervision of study sessions based on computerized placement, professional teachers' organizations evaluating and recommending commercial education packages, a three-day work week for teachers, the role of TV teacher'' as a permanent part of national educational systems, and the establishment of commercial education firms that produce packaged television programs. In addition, communication teacher education curricula include units on thought transference, a major factor in the expansion of teachers' cognitive capabilities. (AEA)

ED 185 806 FL 011 048

*Sinnerton, Henry*

**Teaching Modern Languages in a Mixed-Ability Community.**

Pub Date-78
Note-8p.
Journal Cit-Journal of the Modern Language Association of Northern Ireland; n1 p65-71 1978
Pub Type- Journal Articles (080) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Educational Benefits, *Grouping (Instructional Purposes), Heterogeneous Grouping, *Language Skills, *Modern Languages, Secondary Education, *Secondary School Curriculum, *Second Language Instruction, Second Language Learning

It is proposed that modern languages be placed in the center of the secondary/comprehensive curriculum. Modern language study in the secondary school is considered from the following standpoints: academic; linguistic; travel; skill development in speaking, listening, and other language processes; and cultural and social benefits. It is also proposed that mixed-ability teaching methods best fit comprehensive education. The mixed-ability method is briefly compared with streaming, banding, and setting methods. (SW)

ED 185 239 CE 023 476

*Dyrenfurth, Michael J. Householder, Daniel L.*

**Industrial Arts Education: A Review and Synthesis of the Research, 1968-1979. Information Series 183.**

American Vocational Association, Washington, D.C.; ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-79

Contract-400-76-0122

Note-224p.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($12.25).

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reports - Research (143)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors-Administration, Curriculum Development, Delivery Systems, Educational Facilities, *Educational Research, Educational Theories, Guidance Programs, *Industrial Arts, *Industrial Education, Instructional Materials, Learning Processes, *Program Evaluation, *Research Projects, Supervision, Teacher Education, *Teaching Methods

This monograph presents a compilation of research in industrial arts education from 1968 through 1979. The first section reviews studies which deal with the philosophical bases of industrial arts and which examine its historical development. The second section identifies studies that emphasized industrial arts' role as an integral component of a comprehensive human resources delivery system. The next section cites projects pertaining to the programmatic aspects of industrial arts. The development of industrial arts curriculum is investigated in the fourth section. Studies in the fifth section examine variables affecting the learning process. The next section discusses studies devoted to instructional media, methods, and materials. Studies investigating the guidance characteristics of industrial arts are found in the seventh section. The studies reviewed in the eighth section examined facility-program interaction in terms of facilities, equipment, and safety. Next, studies on evaluation are divided into four major categories: development of tests/instruments, interaction analysis, program evaluation techniques, and the effects of evaluation. The final three sections review, respectively, studies in teacher education, administration and supervision, and professional concerns. A summary chapter and bibliography conclude the document. (CT)

ED 185 257 CE 024 404

*Nakamaejo, David T.*

**Competency-Based Education Curriculum Guide for Merchandising/Marketing.**

Hawaii Univ., Honolulu. Kapiolani Community Coll.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--498AH70041
Pub Date-May 79
Grant-G007701872
Note-160p.; For a related document see CE 024 405. Appendix I will not reproduce well due to broken type.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-Advertising, Associate Degrees, Background, Business Administration, Community Colleges, *Competency Based Education, *Curriculum Guides, *Distributive Education, *Job Analysis, Job Skills, Managerial Occupations, *Marketing, Material Development, Merchandising, Occupational Clusters, *Occupational Information, Postsecondary Education, Program Development, Sales Occupations, Surveys, Task Analysis
Identifiers-University of Hawaii Community College System

To develop a competency-based curriculum guide for merchandising/marketing for the University of Hawaii Community College System, a project (1) reviewed and developed a list of all occupations in the general merchandising/marketing program area, (2) developed task inventories for selected occupations, (3) drew a worker mobility chart to show the basic hierarchy of occupations in the program area, and (4) developed competency-based instructional materials. (The curriculum guide is available separately as CE 024 405.) The program advisory committee reviewed the occupations and selected three major clusters for which task inventories were developed: stock/receiving/shipping, display/buying/sales, and supervisory/management. Employers and employees surveyed by means of a background information sheet and the task inventories indicated tasks performed and time spent on each task. Findings indicated that the task list identified tasks performed by experienced workers, while the occupations selected in the general merchandising/marketing program area were primarily entry-level positions. The percentage of associate degree holders in each of the occupational clusters was small, indicating a need to determine why community college graduates are not employed in their vocational areas. (Appendixes, amounting to approximately one-half of the report, include the survey instruments.) (YLB)

ED 185 276 CE 024 486

*Kreps, Alice Roelofs*
**Community Living Skills Guides: Reading II.**
Metropolitan State Coll., Denver, Colo.
Pub Date- 77
Note-31p.; For related documents see CE 024 470-488 and CE 024 490-493.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Adult Education, Basic Vocabulary, *Beginning Reading, Behavioral Objectives, Class Activities, Course Descriptions, Curriculum Guides, Daily Living Skills, *Developmental Disabilities, Figurative Language, *Functional Reading, Guidelines, Individualized Instruction, Institutionalized Persons, Learning Activities, Lesson Plans, Listening Skills, *Normalization (Handicapped), *Reading Comprehension, Reading Skills, Rehabilitation, Residential Programs, Teaching Guides
Identifiers-College for Living, Metropolitan State College CO

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this guide provides guidelines and workbook activities for the course Reading II. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. Goals for the course include for the student to read more effectively and fluently, to understand and enjoy reading, and to demonstrate abilities in practical, survival reading. Following an assessment instrument (The Graded Word List: Quick Gauge of Reading Ability), objectives and activities are given for twelve steps'' which follow this outline: literal meaning of words, sentences, short articles, finding the main ideas; details; following instructions; relationships-comparisons; predicting outcomes/references; use of figurative language; conclusions; cause-effect; classification; appreciation skills; and listening skills. Additional activities for this course and Reading I (CE 024 485) are suggested. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

ED 185 335 CE 024 815

**Industrial Arts Education Competency Catalogs for Basic Technical Drawing, Engineering Drawing, Architectural Drawing, Electricity and Electronics, Energy and Power, Graphic Communications.**

Old Dominion Univ., Norfolk, Va. Dept. of Industrial Arts Education.
Spons Agency-Virginia State Dept. of Education, Richmond. Trade and Industrial Education Service.
Pub Date-79
Note-321p.; For related documents see CE 024 816-818.
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Directories/Catalogs (132)
**EDRS Price - MF01/PC13 Plus Postage.**
Descriptors-Architectural Drafting, Competence, Competency Based Education, Electricity, Electronics, Energy, Engineering Drawing, Graphic Arts, *Industrial Arts, *Minimum Competencies, Power Technology, Secondary Education, *Skill Analysis, Skill Development, Teaching Guides, Technical Illustration
Identifiers-Virginia

Six competency catalogs of tasks for industrial arts programs are presented. These include catalogs in Architectural Drawing, Basic Technical Drawing, Electricity and Electronics, Energy and Power, Engineering Drawing, and Graphic Communications. The purpose of each catalog is to establish a basis for program content selection and criterion levels from which one may measure to see if individual learners have achieved minimal competence. Each catalog begins with an introduction, format description, course description, course goals, and suggested topical outline. The remainder of the catalog is comprised of task statements. Each task follows a typical format that includes the following sections: (1) Area of Competency, which identifies the industrial arts course for which the task was prepared; (2) Content/Concept, which identifies the sub-area with which the particular task is associated; (3) Task, which identifies the knowledge, skills, or attitudes that the learner should possess after instruction; (4) Criterion Referenced Measure, which provides the means of determining whether the learner can successfully perform the task; and (5) Performance Goals, which identifies sub-tasks that lead to the development of the knowledge, skills, and attitudes identifed in the task. (LRA)

ED 185 373 CE 024 949

**Research and Development Projects. 1979 Edition.**

Employment and Training Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date-79

Note-287p.; Not available in paper copy due to small type. For related documents see ED 138 731 and ED 173 463.

Pub Type- Reference Materials - Bibliographies (131) - Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Administrative Policy, Employment Practices, *Employment Programs, Foreign Countries, Grants, International Relations, *Job Development, Labor Force, *Labor Force Development, Labor Market, Local Government, Program Descriptions, *Program Development, *Research Projects, Resource Materials, Socioeconomic Influences, State Programs, Underemployment, Unemployment, Work Attitudes

Projects funded by the Office of Research and Development (ORD) of the Employment and Training Administration are summarized in this document. It includes all projects active on September 30, 1979, and all those completed between July 1, 1976, and September 30, 1979. In addition, it lists reports and other significant publications funded by ORD which were received during the previous two fiscal years. The projects and publications presented in chapters 1 through 4 are grouped by subject matter. The four subject areas and subareas are Program Planning and Administration (Comprehensive Employment and Training Act Agency Planning, Labor Market and Other Information Systems, Agency Capabilities, and Research and Development); Programs and Techniques (Education, Public Employment Programs, Supported Employment, Training and Apprenticeship, Upgrading and Job Restructuring, Welfare Programs, Worker Assessment and Orientation, Other Supportive Services for Workers, and Program for Other Unemployed); Labor Market (Labor Force, Labor Market, Labor Demand General; Labor Force, Labor Market Specific Sectors and Cohorts; Employer Practices; and Work Attitudes); Economic and Social Policies. Institutional, doctoral dissertation, and small research project grants are listed separately in chapter 5. Projects supervised by the Department of Labor's Bureau of International Labor Affairs are presented in chapter 6. (LRA)

ED 185 392 CE 025 012

*Menz, Frederick E. And Others*

**Vocational Evaluation with Adolescents: Description and Evaluation of a Program for Reluctant Learners.**

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.
Pub Date-Nov 78
Grant DHEW-16-P-56821-5
Note-49p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Numerical/Quantitative Data (110)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Adolescents, *Career Guidance, *Career Planning, Educational Testing, Guidance Programs, High Schools, Models, *Nontraditional Education, Occupational Tests, Program Effectiveness, Psychological Testing, Rural Schools, *Special Education, Special Programs, Student Behavior, Student Evaluation, Vocational Aptitude, Vocational Followup, Vocational Interests
Identifiers-*Vocational Evaluation

An optimal vocational evaluation program is described which was provided as part of a treatment of vocational and school behaviors of 119 reluctant learners from twenty-two rural school districts. (The 60-hour vocational evaluation process involved out-of-school psychometric and work sample testing over a two-week period.) An alternative in-school variation of that program is suggested and the effects (generally positive) of the original program on learners are summarized. Three perspectives are discussed with respect to the use of vocational evaluation in rehabilitation and educational applications: as an information gathering process, as a client-reactive process, and a rehabilitative process. The central components of a variety of educational experiments are examined as catalysts for increasing the relevancy of education and for effecting changes in behaviors of special needs students. Vocational evaluation is identified as a key catalyst for affecting the vocational development and school behaviors of the reluctant learners in the three-step Equal Career Opportunities Program (ECO): (1) in-school identification; (2) out-of-school vocational evaluation; and (3) in-school followthrough. In the alternative model which is suggested, vocational evaluation and career guidance are formally joined into a one- or two-semester course, the terminal objective being that students will establish realistic vocational plans

and be provided with necessary school resources to attain these goals. The evaluation of the effects of vocational evaluation on the ECO students' vocational development and school behaviors are summarized and presented as suggested minimum levels for the in-school model. (Author/MEK)

ED 185 497 CS 005 332

*Rupley, William H. McNamara, James F.*

**Longitudinal Investigation of the Effects of Teachers' Reading Instructional Emphasis and Pupil Engaged Time in Reading Instruction on Pupils' Reading Achievement.**

Pub Date-78
Note-13p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg, FL, November 30-December 2, 1978).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Basal Reading, Comparative Analysis, Elementary Education, Grade 3, Grade 6, *Reading Achievement, Reading Diagnosis, *Reading Instruction, *Reading Research, *Reading Teachers, Surveys, *Teacher Effectiveness, Teacher Role, Teaching Methods, Teaching Styles, *Time Factors (Learning)

A study was conducted to investigate selected reading instruction process variables employed by third and sixth grade teachers and their effect on pupils' reading achievement, to explore the difference between third and sixth grade teachers' reading instruction process variables, and to investigate the relationship between selected pupil variables and pupils' reading achievement. A sample of 27 third grade teachers and 31 sixth grade teachers were assigned to one of five success status categories based on the pattern of mean reading achievement levels recorded for their actual 1974, 1976, and 1978 classes. The teachers were administered the Survey of Teacher Emphases and Practices in Reading Instruction in 1978. Differences were noted between third and sixth grade instruction in the use of skill books and teacher-made games and individual instruction. Interim findings for 1974 and 1976 indicated a linear pattern of continued emphases; effective teachers of reading reported signficantly different instruction and diagnosis emphases and noted significantly different pupil engaged time in reading instruction than did less effective teachers. However, the 1978 data for this pattern was reversed. Teachers identified as effective for the six-year period reported less emphasis for these components than did the less effective teachers. (MKM)

ED 185 565 CS 205 480

*Fulkerson, Richard*

**Rhetorically-Oriented Revision: The Transformation of Prose.**

Pub Date-Mar 80
Note-12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Editing, Educational Needs, Higher Education, Secondary Education, *Writing (Composition), *Writing Instruction
Identifiers-*Composition Process, *Revision (Written Composition)

If revision is as important as most teachers think it is and if students do not revise their work or cannot do it well, then teachers need to find ways to get students to revise involuntarily. Teachers could begin by emphasizing that revision is done primarily for the reader's benefit. That the revision stage of writing should rely heavily on adapting to and for one's audience is not new, but most studies supporting rhetorically-oriented revision still attend only to the microlevels of discourse, dealing almost exclusively with the word and the sentence. A shift from this position, getting writing teachers and their students to treat revision as transformation, would get students to think of drafts of compositions as bases on which to build by adding, deleting, and reordering rhetorically-oriented revision at both the micro- and macro levels. The result of this attention to revision as transformation enables students to master the necessary skills of revision, to face writing tasks without fears, and to prevent writing from being a waste of time. (RL)

ED 185 697 EA 012 646

*Karges, Marjorie Lynn Bowles, B. Dean*

**Community Relations for Schools. Report from the Project on Studies of Administration and Organization for Instruction. Practical Paper No. 21.**

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Grant NIE-G-80-0117
Note-157p.; Some samples may not reproduce clearly due to small print.
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-Case Studies, *Data Collection, Elementary Secondary Education, Employee Attitudes, *Needs Assessment, Parent Attitudes, Program Descriptions, *Program Development, *Program Evaluation, *Program Implementation, Questionnaires, Records (Forms), *School Community Relationship

The purpose of this paper is to describe and illustrate the procedure for setting up a school-community relations program. The first chapter describes the following recommended components of such a program: using a programmatic approach, using the five school-community relations processes, and designating the primary responsibilities for the program. The next four chapters explain the procedure for implementing a program with these components. Each chapter includes a description of the goals, an explanation of the process, and a case study illustrating one step in setting up the program. By following the recommended sequence and suggestions, the paper claims, a school can establish an effective school-community relations program. (Author)

ED 185 717 EC 123 527

*Boeholt, Veronica*

**Talented and Gifted School Programs. Oregon Series on Talented and Gifted Education.**

Northwest Regional Educational Lab., Portland, Oreg.; Oregon State Dept. of Education, Salem. Office of Talented and Gifted Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-G007800756
Note-32p.; For related information, see EC 123 522-531.
Available from-Office of Marketing, Northwest Regional Educational Laboratory, 710 S.W. 2nd Ave., Portland, OR 97204 ($2.95 each; $26.55 for the full set)
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Curriculum Enrichment, Definitions, Elementary Secondary Education, *Gifted, *Program Development, *Special Programs, *Student Characteristics, *Talent, Teaching Methods
Identifiers-Parent Resources

Part of a 10 booklet series on talented and gifted education, the booklet presents information for parents about educational programs for talented and gifted children. An historical view of talented and gifted education is presented, along with a definition of gifted and talented students. Characteristics of giftedness are outlined for the following areas: general intellectual ability, specific academic ability, creative or productive thinking, leadership ability, visual and performing arts, and psychomotor ability or physical skills. The development of programs for talented and gifted students is examined, along with relevant teaching methods. Curriculum enrichment and the talented/gifted child is discussed in terms of such things as instructional grouping, acceleration, and guidance. A bibliography and list of sources of information on talented and gifted are also provided. (DLS)

ED 185 296 CE 024 614

*Veres, Helen C. Carmichael, Mary Margaret*

**Patterns of Continuing Education and Leisure Time Utilization of Urban Adults.**

Cornell Univ., Ithaca, N.Y. Inst. for Research and Development in Occupational Education.

Pub Date-9 Apr 80

Note-20p.; Paper presented at the American Educational Research Association Annual Meeting (Boston, MA, April 9, 1980). Small type in the tables will not reproduce well.

Pub Type- Opinion Papers (120) - Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Adult Education, *Adults, *Continuing Education, Educational Background, *Influences, *Interests, *Leisure Time, *Participant Characteristics, Participation, Urban Areas, Use Studies

Identifiers-New York (New York)

A study surveyed New York City adults to collect information covering six major areas: background information, past participation in continuing education activities, expressed learning interests, obstacles to and preferred conditions for participation, and potential for utilization of counseling and advising services for adults. The survey interview instrument was developed by staff of the Institute for Research and Development in Occupational and Continuing Education at Cornell University. Adults studied were categorized by activity in educational activity: little, some (potential), some (present), and high. Findings indicated that (1) the majority felt they have spare time; (2) participation in educational activities was ranked tenth among twelve options for leisure time; (3) adults ranked educational activities as fourth among activities they would pursue if they had more time; (4) those who would spend additional time on education are generally more interested in vocational and academic subjects than are other adults; (5) six out of ten adults are not involved in educational activities in a typical week, over one-half of them have never done so, and they are more likely to be male, older, and have less formal education; (6) adults who indicated the high level of regular involvement have the most formal education; and (7) barriers to learning indicated by adults with little time include child care and home and family responsibilities. (YLB)

ED 185 453 CG 014 300

*Paulig, Kristin*

**Career as a Developmental Concept.**

Pub Date-Nov 79

Note-43p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979). Small print may be marginally legible.

Pub Type- Speeches/Meeting Papers (150) - Information Analyscs (070)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Adults, *Behavior Patterns, *Career Development, *Concept Formation, *Developmental Psychology, Individual Development, Life Style, Research Needs, *Self Concept, Social Science Research, *Sociology, State of the Art Reviews, Time Perspective

Sociological literature on careers reveals that there are four major approaches framing career study, i.e., developmental, objective-empirical, normative, and interactive perspectives. Analysis of these approaches points to an orienting conceptualization of career based on the core characteristics of centrality, duration, and public conspicuousness. Centrality refers to dominant intention or engagement which involves identity and the self. Duration implies persistence over time and includes the structural attributes of career, contingencies, timing, pattern, and sequence. Public conspicuousness indicates that the centrality and duration of an individual's career are recognized as part of the institutional arrangements of society. Thus conceived, the concept directs investigators to look for markers or signposts at both the subjective and objective levels and the interplay between the two within and across multiple domains. Life transitions may serve as career markers because they involve changes in customary behavior patterns and in self-concept. (Author)

ED 185 474 CG 014 332

**Deinstitutionalization of Juvenile Offenders: A Selected Bibliography.**
National Center on Institutions and Alternatives, Washington, D.C.
Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
Pub Date-May 79
Grant-79-GS-AX-0003
Note-25p.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Community Programs, *Delinquency, *Delinquent Rehabilitation, *Rehabilitation Programs, Resource Materials, *Youth Programs
Identifiers-*Diversion Programs

This bibliography, compiled by the National Center on Institutions and Alternatives, encompasses a wide spectrum of documents related to juvenile deinstitutionalization. Although the bibliography is selective, it is a comprehensive listing of sources that deal with the negative effects of institutionalization, the movement toward deinstitutionalization, and the establishment of community-based alternatives. (Author/CC)

ED 185 520                                    CS 005 384

*Hatoff, Blossom*

**Reading Specialists 1974-1979 Graduates of Kean College: A Follow-Up Study.**

Pub Date-Apr 80

Note-132p.; M. A. Thesis, Kean College. A number of pages may be marginally legible.

Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Education Work Relationship, Employment Patterns, Graduate Surveys, Higher Education, *Job Satisfaction, Occupational Surveys, Program Effectiveness, *Reading Consultants, *Reading Research, *Reading Teachers, Teacher Attitudes, *Teacher Education

Identifiers-*Kean College of New Jersey

A study was conducted to determine how many of the 350 reading specialists who have graduated from Kean College in New Jersey since 1974 are making actual use of their Reading Specialist Certificate. By examining the current professional status of these people and seeking their opinions, some idea of the adequacy or inadequacy of this institution's preparation procedures was sought. Follow-up studies of students of remedial reading programs and follow-up studies of graduate teachers' programs were reviewed. Questionnaires were mailed to 350 reading specialists and data were elicited from 105 (43%) of these people. Interviews were then conducted with five persons. Results showed that 81% of the respondents were presently making use of the Reading Specialist Certificate, primarily in one of three positions classroom teacher, reading specialist, and remedial reading teacher and that 86% were enjoying their present job. (MKM)

ED 185 543 CS 005 430

*Burke, Suzanne M. And Others*

**The Influence of Black English on Diagnosis of Reading in Learning Disabled and Normal Readers.**

Illinois Univ., Chicago. Coll. of Education.

Pub Date-Apr 80

Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Black Dialects, Black Students, Elementary Education, *Error Analysis (Language), Language Usage, *Learning Disabilities, *Miscue Analysis, Oral Reading, *Reading Research, Reading Tests, Test Validity

A study was undertaken to determine if the removal of black English dialect as oral reading errors would influence the scores obtained on three oral reading diagnostic tests: the Gray Oral Reading Test, the Gilmore Oral Reading Test, and the Spache Diagnostic Reading Scales. In addition, the study investigated whether there were differences in the influence of black English miscues on the scores of learning disabled students compared with the scores of a normal group of elementary school students. The 40 children in the sample population (20 control children who were matched by age and sex with 20 children identified as learning disabled) were given all three tests. Each test was scored first using test manual criteria and then rescored using those criteria but eliminating dialect miscues from the error count. On all three tests, learning disabled children scored lower than did control children and, on all three tests, the effect of removing dialect miscues as errors caused an overall increase in reading scores. On the Gray and Spache tests, but not on the Gilmore test, control children benefitted more from the removal of dialect responses as errors than did the learning disabled. In addition, the results indicated that dialect had a greater impact on the scores of the Gilmore Test than it did on either of the other tests. (Author/FL)

ED 185 784 EC 124 039

*Gibbs, Linda And Others*

**Assistive Devices for Handicapped Students: A Model and Guide for a Statewide Delivery System.**

National Association of State Directors of Special Education, Washington, D.C.

Pub Date-Feb 80

Note-32p.

Available from-National Association of State Directors of Special Education, 1201 Sixteenth St., N.W., Washington, DC 20036 ($4.50)

Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Delivery Systems, Disabilities, Electromechanical Aids, *Equipment, Mobility Aids, *Models, *Physical Disabilities, *Program Development, Prostheses, *Resource Centers, Sensory Aids

The document describes a model for an assistive device center that can provide a cost effective, coordinated delivery system to assure that handicapped students who need adaptive aids and equipment have access to them and are trained in their most efficient use. The model is explained in terms of purposes and objectives, personnel, location and facilities, services and implementation, education and outreach, and interagency cooperation and funding. Guidelines for implementation and an estimated budget are presented for the model's four phases: planning and awareness, design and development of operating procedures, full scale operation, and full scale operation on a fee for services basis. Appended are brief descriptions of seven assistive device centers and two government agencies involved in funding, a list of vendors of assistive devices, and a list of resources. (SBH)

ED 185 807 FL 011 049

*Renwick, John*

**Modern Languages in Comprehensive Schools: Fears and Hopes in Great Britain.**

Pub Date-78
Note-12p.
Journal Cit-Journal of the Modern Language Association of Northern Ireland; n1 p23-33 1978
Pub Type- Journal Articles (080) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Articulation (Education), Core Curriculum, Educational Testing, Foreign Countries, *Language Attitudes, *Language Enrollment, *Modern Languages, Secondary Education, *Second Language Instruction, *Second Language Learning
Identifiers-*United Kingdom

The problems facing modern languages in comprehensive schools in Great Britain are discussed. Questions raised by the situations are: why do fewer pupils in the fourth form and even fewer sixth formers study a language? Why do even fewer choose to continue with their language studies when they progress into higher education? Phases in school reorganization that have influenced modern language study include: (1) the common core curriculum in the lower forms; (2) the system of options operating in the fourth form; (3) transfer between schools; (4) the place of second foreign language in the curriculum; and (5) examination systems. The most significant feature resulting from the adoption of the common core curriculum in secondary schools is that the introduction of a second foreign language in the lower forms has become generally impossible. Easier options for students than taking foreign languages result in children escaping the study of a language in their third year. When heads of schools do not offer second languages with small enrollments, the unfortunate consequence is that the minority languages die out, or are taught in small pockets of resistance. Examination systems have revealed that students have gained a wide variety of experience in their early levels. It is projected that the only language that will be widely taught in secondary schools in the 1980s will be French. (SW)

ED 185 354 CE 024 846

**Job Search: An Implementation Guide. Implementing a Job Information System in the Public Library.**

Indiana Univ., Bloomington. Dept. of Counseling and Guidance.; Monroe County Public Library, Bloomington, Ind.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.--498AH70321
Pub Date-Sep 79
Grant-G007703001
Note-41p.; For a related document see CE 024 845. The first nine pages of this document will not reproduce well due to light and broken type.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Administrator Guides, *Adults, *Career Guidance, *Community Information Services, Disadvantaged, Employment Opportunities, Guidelines, Library Services, Minority Groups, *Occupational Information, Out of School Youth, *Program Implementation, *Public Libraries

This implementation guide is based on the development and implementation of the Job Search Pilot Project (see CE 024 845), which was designed to provide a program utilizing a public library as a community-based information center. The center is intended to assist low-income or unemployed adults and out-of-school youths to find vocational information and referral in the areas of job training, job descriptions, required skills, employment outlooks, and other related aspects of employability. This implementation guide presents guidelines for the following activities: (1) initiating a Job Search program; (2) community assessment; (3) defining parameters; (4) obtaining information; (5) multi-media materials; (6) physical arrangements; and (7) opening the program to the public. Several examples and supporting materials are appended. (BM)

ED 185 430 CE 025 214

**Welding. FOS: Fundamentals of Service.**

John Deere Co., Moline, Ill.

Pub Date-79

Note-120p.; For related documents see CE 024 540-546, CE 024 797-798, and CE 025 209-213.

Available from-John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave., Moline, IL 61265 (Order No. FOS-52B, $5.25; 10 or more $3.94 each; supplementary slide set $50.00)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Agricultural-Education, Agricultural Engineering, Equipment Maintenance, Industrial Arts, Postsecondary Education, Secondary Education, *Vocational Education, *Welding

This manual on modern gas and arc welding is one of a series of power mechanics texts and visual aids on the servicing of automotive and off-the-road agricultural and construction equipment. Materials provide basic information with illustrations for use by vocational students and teachers as well as shop servicemen and laymen. The eight sections focus on (1) Gas Welding, (2) Arc Welding, (3) Oxygen and Arc Cutting, (4) Brazing and Soldering, (5) Metal Surfacing, (6) Design of Welded Units, (7) Properties of Metals, and (8) Welding Safety. Each part concludes with test questions. Answers to the test questions and a glossary are appended. (A supplementary 35mm slide set is also available see availability note.) (LRA)

ED 185 588 CS 205 509

*Elley, W. B. And Others*
**The Role of Grammar in a Secondary School Curriculum. Educational Research Series No. 60.**
New Zealand Council for Educational Research, Wellington.
Pub Date-79
Note-119p.; Footnotes may not be legible due to small type.
Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 41943, $4.50 member, $5.00 non-member)
Pub Type- Reports - Research (143) - Books (010)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Educational Research, English Curriculum, *English Instruction, Foreign Countries, *Grammar, Language Skills, Secondary Education, *Traditional Grammar, *Transformational Generative Grammar, *Writing (Composition), *Writing Skills
Identifiers-*New Zealand, *Oregon Curriculum Study Center

A project to investigate the effects on the language development of secondary school pupils of a study of transformational grammar as represented in the Oregon English Curriculum involved 250 students in a large, coeducational high school near Auckland, New Zealand. The students were divided into three matched groups who studied different English programs over a period of three years. The three programs were the whole Oregon Curriculum (identified as TG) of transformational grammar, rhetoric, and literature; the Oregon Curriculum without the grammar thread (RW) but with extra reading and creative writing; and a textbook based program that focused on traditional grammar and incorporated supplementary literature from other school resources (LLE). The aspects of language on which the growth of students was compared included essay writing, sentence structure, usage, spelling, reading comprehension, vocabulary, literature, and attitudes. The results presented in both narrative and tabular form show that the effects of grammar study are negligible in terms of improving writing skills, and that the attitude of the RW group toward English as a subject of study was more positive than that of the other two groups. (AEA)

ED 185 610 CS 502 870

*Travaglini, Joseph*
**Serving New Audiences through an External Degree Program.**
Pub Date-Apr 80
Note-7p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 10-12, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Bachelors Degrees, *Career Development, College Credits, *Correspondence Study, Education Work Relationship, *External Degree Programs, Higher Education, *Independent Study, Individualized Instruction, Mastery Learning, Nontraditional Education, Program Descriptions

An individualized, undergraduate degree program at Central Michigan University offers a variety of instruction options to students whose career and personal circumstances limit their access to more traditional forms of higher education. The program, sponsored by the university's Institute for Personal and Career Development, is designed to accept transfer credit for previous relevant academic experiences, award credit for relevant career/life experiences, allow students to earn credit away from campus and by examination, offer a number of unique learning devices and delivery systems, and provide academic advisers who can assist students in constructing academic programs that fit.

Individualized credit earning options include such activities as planning and implementing an academic program, preparing an experiential learning portfolio that contains descriptions and documentation of learning achieved through work or life experiences, mastering learning package courses, designing student initiated planned experiences, participating in arranging independent studies, and taking correspondence courses. The program is characterized by students working closely with academic resource persons, receiving relatively quick feedback and reinforcement, and being graded on the basis of having mastered learning objectives. (AEA)

ED 185 631 CS 502 904

*Taylor, Ruby M. And Others*

**Self-Worth and Communicator Style: What Is the Relationship?**

Pub Date-Nov 79
Note-23p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Communication Skills, Group Dynamics, Higher Education, Peer Evaluation, Psychological Studies, Self Concept Measures, *Self Esteem, Speech Communication, *Speech Habits

A study to determine the relationship between feelings of self-esteem and style of communication involved 71 college students enrolled in a basic speech communication course and implemented an inventory of self-worth (ISW) developed to isolate internal feelings about self that would most likely be consistent across situations. The subjects completed the ISW and a communicator style questionnaire (CSQ). They had been involved in classroom group work for a semester and were also asked to rate each of the members of their five to seven person group using the CSQ. An analysis of the data indicated that self-reports of communicator style elements appeared to be a better indicator of self-worth than were rater's observations, that clear differences in communication style between low and high self-worth individuals were not observable by raters, and that conclusions cannot be drawn about a subject's self-esteem by observing communication style, or vice versa. (Data analysis in tabular form is appended.) (AEA)

ED 185 653 EA 012 582

**Educational Research Policies in European Countries. 1978-79 Survey.**
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
Pub Date-79
Note-104p.
Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Educational Innovation, *Educational Research, Educational Researchers, *Educational Trends, *Information Dissemination, Institutional Cooperation, National Surveys, *Policy, Program Costs, Research Needs, *Research Utilization, Trend Analysis
Identifiers-Austria, Belgium, Cyprus, Denmark, Finland, France, Ireland, Luxembourg, Netherlands, Norway, Research and Development, Spain

This volume constitutes an updating of a survey carried out five years ago concerning educational research policies in member states of the Council of Cultural Cooperation. Countries whose educational research policies are assessed include Austria, Belgium, Cyprus, Denmark, Finland, France, Ireland, Luxembourg, Netherlands, Norway, and Spain. For each country, the volume includes information on the role of research, general framework of the educational research system, and future development. Regarding the role of research, information appears concerning such areas as the relationship between researchers and policy-makers, the relationship between researchers and the schools, and cooperation among researchers and among institutions. Regarding the general framework of educational research, material is included about such aspects as promotion, planning, and financing of research; expenditures or educational research and development; priority fields of research; and research dissemination and impact. Information on future developments concerns trends that may change research policies and projected cooperation among European nations. (Author/JM)

ED 185 675 EA 012 609

*Jackson, Shirley A.*

**The State Basic Skills Improvement Efforts Funded Under P.L. 95-561: Title II: Basic Skills Improvement Act. A National Perspective on the South Carolina Basic Skills Objectives Development Effort.**

Pub Date-Apr 80
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Legal/Legislative/Regulatory Materials (090)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Basic Skills, Elementary Secondary Education, *Federal Aid, *Federal Legislation, *Federal State Relationship
Identifiers-*National Basic Skills Improvement Program, *South Carolina

The National Basic Skills Improvement Program is authorized to provide grants and contracts to enable children to master the basic skills of reading, mathematics, and effective communication. In mid-1978 the South Carolina Legislature established the South Carolina Basic Skills Assessment Program. In the first half of 1979 an intensive project was carried out in which statewide basic skills objectives for South Carolina were identified. The project involved the efforts of both a contracting agency and a contractor. This paper, by outlining the components of the federal legislation, provides a national perspective at a sumposium centered on the lessons derived from the six-month project. Discussed specifically in relation to the South Carolina project are how to get the most out of a contract and contractor, and whether the development of objectives and tests will improve the basic skills of children. (Author/MLF).

ED 185 739 EC 123 615

*Buttram, Beverly Brown, Glenna*

**Developmental Physical Management of the Multi-Disabled Child.**

Alabama Univ., University. Dept. of Special Education.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Tuscaloosa County Board of Education, Tuscaloosa, Ala.

Pub Date- 77

Contract-300-74-79968

Grant-OEG007402721B

Note-70p.

Available from-The University of Alabama, P.O. Box 2592, University, AL 35486 ($5.00)

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055) - Non-Print Media (100)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Children, *Developmental Programs, Equipment, Infants, *Motor Development, *Multiple Disabilities, *Physical Activities, *Physical Development, Teaching Methods

The manual was designed to provide an overview of the Developmental Physical Management program used at the University of Alabama in classes for infants and children with multiple disabilities. The multidisabled child may be affected by one or more of the following problems: slow development, lack of normal integration of basic reflexes, abnormal muscle tone. Theory, basic assumptions, and the developmental sequence of instruction are discussed. Charts are presented which detail activities with the following aims: (1) normalizing muscle tone, (2) integrating basic reflexes, (3) facilitating desired muscle groups, (4) facilitating contraction, and (5) developing equilibrium are presented. Twenty-three techniques or uses of equipment are discussed, including vestibular stimulation, platform shoes, rubbing with towels, and the flexion seat. Among appendixes are a chart on the development of balance as it relates to reflex maturation, a glossary of terms, and references. (PHR)

ED 185 762 EC 123 917

*Algozzine, Bob Ysseldyke, James E.*

**Decision Makers' Prediction of Students' Academic Difficulties As a Function of Referral Information.**

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report NO.-IRLD-RR-18

Pub Date-Dec 79

Contract-300-77-0491

Note-25p.; See also EC 123 901-925.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Academic Achievement, *Disabilities, Exceptional Child Research, *Prediction, *Referral, Sex Differences, *Student Characteristics, Student Placement

Decision makers and psychologists (N 224) who had previously participated in at least two placement team meetings individually completed a computer simulated decision making program on a child referred for a suspected handicapping condition. Ss were randomly assigned to 16 different conditions varying on the basis of the referred child's sex, socioeconomic status, physical attractiveness, and the nature of the referral difficulty. Ss had access to test scores and information which indicated performance within the average range for the referred student's age and grade. Analyses revealed that the nature of referral information significantly affected Ss' prognoses for academic success. When Ss were told the student was referred for academic problems, they predicted difficulties in math, but not in reading or speech. Ss predicted that girls referred for academic problems would have significantly more difficulty acquiring reading skills than would girls with behavior problems. (Author/CL)

ED 185 258 CE 024 405

*Nakamaejo, David T. And Others*
**Competency-Based Curriculum Guide for Merchandising/Marketing.**
Hawaii Univ., Honolulu. Kapiolani Community Coll.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--498AH70041
Pub Date- 79
Grant-G007701872

Note-256p.; For a related document see CE 024 404.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC11 Plus Postage.**
Descriptors-Advertising, Business Administration, *Competency Based Education, Course Descriptions, Curriculum Guides, *Distributive Education, Guidelines, *Job Analysis, Job Skills, Managerial Occupations, *Marketing, Merchandising, Occupational Information, Postsecondary Education, Program Development, Retailing, Salesmanship, Sales Occupations, Wholesaling
Identifiers-University of Hawaii Community College System

Designed for the curriculum coordinator, this guide provides guidelines for planning postsecondary merchandising/marketing programs. The first section contains competencies identified as essential for occupations in the merchandising/marketing field which are listed by these subject areas: selling, merchandise analysis, wholesaling, marketing, advertising/display, and retailing. Contents of the second section are course abstracts for business courses in selling, advertising/display (three modules), marketing, and retailing. Each course abstract contains the following information for each of the listed competencies: topics, content, instructional areas; activity experience; and evaluation correlated with the competency. The guide also provides job descriptions for certain identified career opportunities and a worker mobility chart. (A final report of the project which developed these materials is available separately as CE 024 404.) (YLB)

ED 185 317 CE 024 762

*Freeman, W. William*

**Guidelines for the Selection of Continuing Education Advisory Committees.**

New York State Education Dept., Albany. Div. of Continuing Education.

Note-22p.

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Administrator Guides, Administrators, *Advisory Committees, Board of Education Role, Citizen Participation, Community Involvement, *Continuing Education, Group Membership, Guidelines, Individual Characteristics, Leadership, *Participant Characteristics, Program Administration, Program Development, Program Evaluation, *Public School Adult Education, Public Schools, Responsibility, School Community Relationship, *Selection

These guidelines for choosing candidates for advisory committee membership are intended for use by managers of large or small public school continuing education programs. Contents include (1) Background (of guidelines development), (2) Size of Committee and Terms of Members, (3) Compilation of Candidate List and Selection to Membership, (4) Recognition by Board of Education, (5) Community Representation and Member Characteristics, (6) Responsibilities of Members, (7) Program Development and Evaluation Roles, and (8) Management (of the committee). The guidelines represent practices or techniques used by directors of successful continuing education projects. (YLB)

ED 185 336 CE 024 816

*Dugger, William E. And Others*

**Industrial Arts Education Competency Catalogs for Communication Technology, Materials and Processes Technology, Power and Transportation Technology.**

Old Dominion Univ., Norfolk, Va. Dept. of Industrial Arts Education.

Spons Agency-Virginia State Dept. of Education, Richmond. Trade and Industrial Education Service.

Pub Date-79

Note-144p.; For related documents see CE 024 815-818.

Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-Communications, Competence, Competency Based Education, *Industrial Arts, Manufacturing, *Minimum Competencies, Power Technology, Secondary Education, *Skill Analysis, Skill Development, Teaching Guides

Identifiers-Virginia

Three competency catalogs of tasks for industrial arts programs are presented. These include catalogs in Communications Technology, Materials and Processes Technology, and Power and Transportation Technology. The purpose of each catalog is to establish a basis for program content selection and criterion levels from which one may measure to see if individual learners have achieved minimal competence. Each catalog begins with an introduction, format description, course description, course goals, and suggested topical outline. The remainder of the catalog is comprised of task statements. Each task follows a typical format that includes the following sections: (1) Area of Competence, which identifies the industrial arts course for which the task was prepared; (2) Content/Concept, which identifies the sub-area with which the particular task is associated; (3) Task, which identifies the knowledge, skills, or attitudes that the learner should possess after instruction; (4) Criterion Referenced Measure, which provides the means of determining whether the learner can successfully perform the task; and (5) Performance Goals, which identifies sub-tasks that lead to the development of the knowledge, skills, and attitudes identified in the task. (LRA)

ED 185 411 CE 025 134

**Continuation of Pilot Program for Training Placement Personnel.**

Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-15 Aug 79
Note-75p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Competency Based Education, *Coordinators, *Employment Counselors, *Employment Services, *High Schools, Internship Programs, *Job Placement, Management Development, Postsecondary Education, *Professional Training, Program Development, Secondary Education, Staff Development, Two Year Colleges
Identifiers-Illinois

Twelve members of school faculty and staff participated in a refined competency-based continuation of a pilot program to train individuals to function as placement coordinators in their schools in southern Illinois. Participants enrolled in a weekly placement seminar on campus for the 1978-79 academic year and in a continuous supervised internship in their schools which required them to operate a placement service. Summer internship experiences were provided by agencies other than their local school system. Project objectives were to (1) refine and amplify the identified competencies necessary for an individual to function as a job placement coordinator, (2) provide a training course for coordinators, (3) test the refined competencies for incorporation into a transportable model, and (4) evaluate the impact of program completers. Conclusions indicate that the placement coordinator training benefited the local education agency (LEA) and the participant; the transportable model developed represents an effective training system; LEAs participating in the program make greater developmental progress; and success in the development of an effective placement service is affected by an effective placement coordinator training program, LEA support and developmental initiative, and the acceptance of the school-based placement coordinator by school faculty and administrators, parents, business, and students. (YLB)

ED 185 475 CG 014 333

**The Violent Juvenile Offender: A Selected Bibliography.**
National Center on Institutions and Alternatives, Washington, D.C.
Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
Pub Date-May 79
Grant-79-JS-AX-0003
Note-21p.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Aggression, *Behavior Patterns, *Delinquency, *Delinquency Prevention, Rehabilitation Programs, Resource Materials, *Violence

This non-annotated bibliography, compiled by the National Center on Institutions and Alternatives, encompasses a wide spectrum of documents related to the violent juvenile offender. Although the bibliography is selective, it is a comprehensive listing of sources that deal with the life-style, treatment, and public misconceptions of violent youth. The goal of the bibliography is to stimulate support for creative and effective programs. (Author/CC)

ED 185 498 CS 005 333

*Usova, George M.*

**A Review of Research on Reading and the Gifted.**

Pub Date- 78

Note-29p.

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Academically Gifted, Creative Development, Creativity, *Exceptional Child Research, *Gifted, Literature Reviews, *Reading Achievement, *Reading Research

This literature review is divided into sections describing studies that answer specific questions about reading and gifted children. Among the issues mentioned are the personality traits and attitudes of gifted children; their sex difference and environmental influences; the effect of early school admission; types of gifted programs; the relationship between IQ and reading ability; the attitudes of administrators, legislators, and teachers toward gifted children programs; and a series of questions on creativity. (AEA)

ED 185 566 CS 205 481

*Ryan, Frank L.*

**No Gene Is an Island: Analogical Relations between Science and Literature.**

Pub Date-Oct 79

Note-14p.; Paper presented at the Annual Meeting of the Fall Conference of the New England Association of Teachers of English (Portsmouth, NH, October 19-21, 1979).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Higher Education, *Interdisciplinary Approach, *Literary Criticism, *Literature, *Relationship, *Science Instruction, *Scientific Concepts, Teaching Methods

Arguing that scientific facts and insights can be used analogically to clarify literary analysis at specific moments, this paper presents a number of such facts and their analogical relationship to several literary passages. The examples cited relate the first and second laws of thermodynamics to scenes from King Lear,'' rigid bodies in motion to passages from Moby Dick'' and Huckleberry Finn,'' elastic collisions to scenes from Hamlet,'' and the growth of snails to passages from A Farewell to Arms'' and To the Lighthouse.'' (FL)

ED 185 698 EA 012 647

**Acceptable Practices in Maintaining Personnel Files.**

American Association of School Personnel Administrators, Seven Hills, Ohio.

Pub Date-80

Note-24p.; Prepared by the Georgia Association of School Personnel Administrators.

Available from-American Association of School Personnel Administrators, 6483 Tanglewood Lane, Seven Hills, OH 44131 ($3.00).

Pub Type- Reports - Research (143) - Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Confidential Records, *Disclosure, Elementary Secondary Education, National Surveys, *Privacy, Questionnaires, School Districts, *School Personnel

Determining acceptable practices in maintaining personnel files is a pertinent issue for school personnel administrators today. Recognizing this, the Georgia Association of School Personnel Administrators accepted the study of this topic as a committee assignment from the American Association of School Personnel Administrators. A survey instrument was mailed to 168 randomly selected school systems throughout the U.S. and data pertaining to the general contents of personnel files and relevant procedural questions were received from 129 systems. Results showed that 87 percent of those responding allowed employees to obtain copies of materials from their own files. A second survey instrument relating directly to personnel file privacy and confidentiality was mailed to selected school systems throughout the U.S. It focused on the areas of housing and supervision of employee files, release of information, and records retention and disposal. Results showed that 61 percent of the systems surveyed outline procedures for maintining confidentiality of information contained in employee files. The final report of the committee includes a review of pertinent professional literature, relevant legislation and its effect on personnel file management procedures, and recommendations relevant to school personnel records. (Author/LD)

ED 185 718 EC 123 528

*Horner, Gail Rits, Susan*

**The Gifted Preschool Child. Oregon Series on Talented and Gifted Education.**

Northwest Regional Educational Lab., Portland, Oreg.; Oregon State Dept. of Education, Salem. Office of Talented and Gifted Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Grant-G007800756

Note-43p.; For related information, see EC 123 522-531.

Available from-Office of Marketing, Northwest Regional Educational Laboratory, 710 S.W. 2nd Ave., Portland, OR 97204 ($2.95 each; $26.55 for the full set)

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Child Development, *Gifted, *Learning Activities, Parent Influence, *Parent Role, *Preschool Education, *Talent, Testing

Identifiers-Parent Resources

Intended for parents, the booklet (part of a 10 booklet series on talented and gifted education) discusses the gifted preschool child. An initial section considers how learning processes are broken down by developmental specialists. The use of questioning strategies with a gifted child is presented as an important parenting skill. A developmental scale is provided to help determine how the child's abilities compare with the range of normal.'' The question of preschool testing is considered, along with television and companionship with other gifted children. Some ideas for types of developmental activities both in and out of the home are presented, with emphasis on making use of commonplace situations. Also discussed are low cost items to make for the child, and ideas for selection of games, toys, and experiences, with a checklist for evaluation. A list of related reading matter for both the gifted children and their parents is provided along with a list of sources of information on the talented and gifted. (DLS)

ED 185 240 CE 023 495

*Reynolds, Jack And Others*

**The PLESA Experience: Training and Employment Services for Persons of Limited English-Speaking Ability.**

University Research Corp., Washington, D.C.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Policy, Evaluation and Research.
Pub Date-Dec 78
Note-127p.; Three pages of data tables may not reproduce well due to small type.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-Adult Basic Education, Adult Vocational Education, Asian Americans, *Bilingual Education, Career Counseling, Delivery Systems, *Employment Services, *English (Second Language), General Education, Hispanic Americans, *Job Development, Job Placement, Job Skills, *Job Training, Program Development, Recruitment, *Second Language Instruction, Selection, Spanish Speaking, Unemployment, Unskilled Workers
Identifiers-Comprehensive Employment and Training Act, Limited English Speaking Ability, Program Persons Limited English Speaking Ability

This report summarizes the Program for Persons of Limited English-Speaking Ability (PLESA) which involved 47 prime sponsors providing training and employment assistance to over 6,000 persons, most of whom were Hispanic or Asian. Focus is on lessons learned that will be useful for developing such programs. Chapters 1 and 2 discuss the background of the PLESA program and highlight the similarities and differences among the projects which improved their clients' English-speaking ability by providing English as a Second Language (ESL) training and in some cases offering occupational skills training and general education courses. Chapters 3-7 describe project planning and organization; client recruitment, selection, counseling, and training (English language and vocational); and job development and placement. Each chapter follows a standard format including a summary introduction pointing out key lessons learned from the PLESA experience and sections dealing with program components. Each section has three parts: a description of approaches used, discussion of issues raised, and list of recommendations. Chapter 8 presents an assessment of the program and a discussion of implications for future programs and policies. Findings reported show that participant job placement was only 39% and job retention was not high; however, it was demonstrated that there is a need; special services are required; and prime sponsors can mount effective programs. The appendixes contain annotated bibliographies of instructional ESL materials and resources. (A report containing ten project case studies is available separately. See Note.) (YLB)

ED 185 277 CE 024 487

*Kreps, Alice Roelofs Joslin, Denny*

**Community Living Skills Guide: Recreation for the Adult Who Is Low Functioning.**

Metropolitan State Coll., Denver, Colo.
Pub Date- 75
Note-19p.; For related documents see CE 024 470-488 and CE 024 490-493.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Adult Education, Behavioral Objectives, Class Activities, Cooperation, Course Descriptions, Curriculum Guides, Daily Living Skills, *Developmental Disabilities, Group Activities, Guidelines, Individualized Instruction, Institutionalized Persons, Learning Activities, Lesson Plans, *Normalization (Handicapped), *Recreation, *Recreational Activities, Rehabilitation, Residential Programs, Social Development, *Socialization, Teaching Guides
Identifiers-College for Living, Metropolitan State College CO

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, Recreation for the Adult Who Is Low Functioning. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. Goals and objectives for the course include increasing socialization and the ability to deal with sophisticated physical activity through (1) use of the skills of self-awareness, spatial awareness, and exploring the environment; (2) sharing; and (3) cooperative education (working with others). Contents include suggestions for classroom activities, cooperative activities, and experiences (field trips). Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

ED 185 297 CE 024 631

*Wircenski, Jerry L.*

**Exemplary Programs for the Disadvantaged: A Report of a National Study.**

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Note-257p.

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors-*Cooperative Education, *Demonstration Programs, *Disadvantaged, Economically Disadvantaged, Educationally Disadvantaged, National Surveys, Postsecondary Education, Questionnaires, Secondary Education, Staff Utilization, Student Evaluation, *Student Placement, *Vocational Education

Identifiers-*Mainstreaming the Disadvantaged

The study identified characteristics and innovative approaches employed by exemplary vocational education programs in serving the disadvantaged in co-op, self-contained, and mainstreamed settings (secondary, postsecondary, and adult levels). Forty-one states, three territories and the District of Columbia responded to the request for three program nominations; sixty-seven responses were received from questionnaires mailed to directors of programs so nominated. Findings related to identification and assessment are (1) achievement tests are used as a primary source of client identification; (2) all programs (except mainstreaming) use attendence records as another identification means; (3) academically disadvantaged students (defined as one year or more below reading or math level) are more easily identified than the economically disadvantaged due to confusing definitions, and therefore more frequently selected; (4) there seems to be no widely used means of measuring student achievement for initial assessment but teacher-made assessments seem to be widely used for ongoing evaluation; and (5) principal uses of identification information are in determining support services, modifying or adjusting curriculum, and planning specific instructional services. With respect to programming, two conclusions are made: (1) secondary enrollments have held steady over 1975-78, but adult and postsecondary are rapidly increasing, and (2) a large percentage of the programs attempt to mainstream their disadvantaged learners into regular vocational classrooms. The major staffing conclusion was that exemplary programs seem to be well organized and conduct followup activities yearly. (Profile sheets on all sixty-seven programs, organized by type of program, comprise over 160 pages of the report.)

(MEK)

ED 185 374 CE 024 951

**State of Arizona Career Exploration Model.**
Arizona State Dept. of Education, Phoenix.

Pub Date- 79
Note-34p.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Behavioral Objectives, Career Awareness, *Career Education, *Career Exploration, Curriculum Guides, Fused Curriculum, Grade 7, Grade 8, Junior High Schools, Models, Observation, *Program Development, *Program Implementation, Self Concept, *Statewide Planning
Identifiers-*Arizona

This career exploration model gives a framework for use by schools in planning, developing, and implementing a career exploration program for grades 7 and 8 within a complete career education program. The recommended plan for use of the two-phase model is to use phase 1 at the seventh-grade level and phase 2 at the eighth-grade level. The major emphasis of each of the three sequential program components self awareness, career awareness, and observational experience for each phase is described. A suggested curriculum guide format to use in implementing the program calls for dividing each program component into sessions, each session consisting of the following parts: overview, importance, career exploration skills emphasized, activities, evaluation, materials and equipment, and resources. Two sample curriculum guides are provided. Another section suggests the following strategies for infusing career exploration into the existing curriculum: career exploration club, interdisciplinary approach, career course, and instructional module. The model concludes with listings of learning outcomes for each of the three program components in phase 1 and phase 2. (YLB)

ED 185 454 CG 014 301

*Copperman, Lois F. And Others*

**The Future Labor Force Participation of Older Workers and the Employment Environment.**

Portland State Univ., Oreg. Inst. on Aging.

Spons Agency-Administration on Aging (DHEW), Washington, D.C.
Pub Date-29 Nov 79
Grant-90-A-1739-01
Note-28p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979).
Pub Type- Reports - Research (143) -- Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Age Discrimination, Discriminatory Legislation, Employees, *Employer Attitudes, *Employment Opportunities, Futures (of Society), *Labor Force, Labor Market, *Older Adults, *Retirement, Surveys, Trend Analysis, Work Environment

Information on the preliminary impacts of the Age Discrimination in Employment Act (ADEA) Amendments of 1978 on approximately 1900 private firms was obtained through mail and telephone surveys during Winter 1979. Findings from the study indicate that employers do not expect the ADEA amendments to have a significant impact on the retirement patterns of their workers. But employers expect that continued high rates of inflation combined with the option to continue working past age 65 may result in an end to the trend toward early retirement and/or in significant numbers of workers choosing to remain in the labor force past the normal retirement age. Inflation appears to be the primary factor which employers expect will affect retirement patterns. Mandatory retirement age policies were significantly associated with the size of the firm. As firm size increased, the incidence of mandatory retirement age policies also increased. Most employers who previously had a mandatory retirement age had chosen not to abolish the policy; instead, most employers simply raised the age to 70. Increasing numbers of firms were considering and/or implementing alternative work policies such as flexitime or part-time options. (Author)

ED 185 521 CS 005 385

*Anderson, Jeanette And Others*

**Jeremiah E. Burke High School Multicultural, Multiethnic Reading Skills Curriculum Guide.**

New England Teacher Corps Network, Portsmouth, N.H.
Pub Date- 78
Note-109p.; A number of pages may be marginally legible.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-*Content Area Reading, Curriculum Guides, *Instructional Materials, *Multicultural Education, *Reading Instruction, *Reading Skills, Secondary Education, Social Studies

In designing this curriculum guide, the contributors drew materials from a variety of sources (social studies texts and reading workbooks) to help teachers develop student reading skills while indirectly exposing students to the customs, vocabularies, and histories of various ethnic groups and cultures. Activities are suggested for teaching word analysis skills, word meaning skills, comprehension skills, organizational skills, speed reading skills, study skills, real life reading skills, and newspaper reading skills. An answer key, a word frequency list, a test for quickly assessing reading ability, and materials on sustained silent reading are attached. (RL)

ED 185 544 CS 205 241

*McCauley, Nancy*

**Implementing the Goals of Women's Education in the Humanities at Stephens College. Final Narrative Report.**

Stephens Coll., Columbia, Mo.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Nov 79

Note-213p.; Paper presented at the Annual Meeting of the Midwest Modern Language Association (21st, Indianpolis, IN, November 8-10, 1979). Some pages in Appendixes may be marginally legible.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Course Content, Course Descriptions, *Curriculum Development, Curriculum Research, Higher Education, Humanities, *Humanities Instruction, Models, *Womens Education, *Womens Studies, Workshops

A model for faculty development and curricular change that focuses on the history, culture, and contributions of women in the humanities is the subject of this overview of a National Endowment for the Humanities final report on establishing a women's studies section at Stephens College (Missouri). The report is divided into sections describing project activities, a curriculum review, evaluation by faculty from regional colleges and universities, the impact of the new curriculum on those students who participated, a projection for the women's studies section in the next year, and dissemination of the month-by-month materials of the workshops. Extensive appendixes include nine papers on women in the humanities, various course syllabi on women in the humanities, six departmental curricula on women's education, and the mission and goals of Stephens College in women's education. (AEA)

ED 185 632 CS 502 906

*Gaston, John C.*

**Is There a Communication Problem between the Black Male and the Black Professional Woman? A Black Male Perspective.**

Pub Date-Nov 79

Note-18p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).

Pub Type- Information Analyses (070) - Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Black Culture, Black Employment, *Blacks, Career Development, *Communication Problems, *Employed Women, *Females, *Interpersonal Relationship, *Males, Professional Personnel, Self Concept, Sex Role, Social Change

Rapid societal changes in traditional male-female relationships partially explain current black male-female communication conflict; but first-generation black professional women face unique problems in maintaining effective communication in two subcultures. Data from a doctoral dissertation on black professional women's perceptions of their communication with black males suggested a strong influence of cultural conditioning on the participants' perceptions, goals, values, and communication strategies. Although most of these women had a positive image of the black male, they also indicated that the black male's ego was the primary cause of any communication problems. Although it was apparent that the black professional women faced unique communication problems in dyadic relationships with black males, no concrete evidence emerged from the study to suggest that such communication barriers would lead to the deterioration of black male-female relations. Effective communication between the black male and the black professional woman will require developing new communication strategies and tactics by both parties. Extensive demographic data is considered a valuable means of revealing what communication problems and what strategies for dealing with communication problems result from various cultural backgrounds. (RL)

ED 185 676 EA 012 610

*Shefter, Jan And Others*

# History and Development of the Fund for the Improvement of Postsecondary Education.

NTS Research Corp., Durham, N.C.
Spons Agency-Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.
Pub Date-Apr 80
Contract-100-80-0128
Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). For related documents, see EA 012 611-612.
Pub Type- Speeches/Meeting Papers (150) - Legal/Legislative/Regulatory Materials (090) - Historical Materials (060)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Equal Education, *Federal Aid, *Federal Programs, *Planning, Postsecondary Education, *Program Implementation
Identifiers-Education Amendments 1972, *Fund for Improvement of Postsecondary Education

The purpose of this paper, one of three related documents, is to describe the events leading to the creation and organization of the Fund for the Improvement of Postsecondary Education, which was authorized by Congress in 1972 through the Educational Amendments Act. The legislative mandate for the fund was to improve postsecondary educational opportunities with an initial appropriation of $10 million. The first section of the paper describes the expansion of Federal involvement in higher education that eventually led to the fund. The second section describes the internal planning that took place in preparation for the agency's establishment. (Author/LD)

ED 185 785 EC 124 040

*Galloway, James R. And Others*
**Competency Testing, Special Education and the Awarding of Diplomas.**
National Association of State Directors of Special Education, Washington, D.C.; North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.
Pub Date-Feb 79
Note-51p.
Available from-National Association of State Directors of Special Education, 1201 Sixteenth St., N.W., Washington, DC 20036 ($3.50)
Pub Type- Reports - Evaluative (142) - Reference Materials - Bibliographies (131) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Disabilities, *Graduation Requirements, *Minimum Competency Testing, Secondary Education, *State Standards, Surveys

The report summarizes information from a survey involving 54 state and territory directors of special education who responded to six questions regarding the following: mandated competency testing programs, individuals required to take the test, special procedures used in administering the test, awarding regular or special diplomas to handicapped students, and issuance of certificates of attendance. A table presents survey responses by state. Appended are an annotated bibliography on competency testing, a copy of the Florida Resource Manual for the Devlopment and Evaluation of Programs for Exceptional Students, and sample diplomas. (SBH)

*Lapine, Louise Moore, Sandra Smith*

**Off-Campus Experimential Learning for Women: A Model Program.**

Alverno Research Center on Women, Milwaukee, Wis.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-76

Note-118p.

Available from-edc/weeap distribution center, 39 Chapel Street, Newton, MA 02160 ($2.25).

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Reports - Evaluative (142)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Academic Education, Adult Education, Career Choice, Careers, College Faculty, College Programs, College Students, *Experiential Learning, Extension Education, *Females, Field Experience Programs, Goal Orientation, Integrated Activities, Interviews, Needs Assessment, *Postsecondary Education, Program Descriptions, Program Design, *Program Development, *Program Evaluation, Program Guides, Program Implementation, Student Educational Objectives, Student Placement, *Work Experience

Identifiers-Alverno College WI, Off Campus Experiential Learning Program

Developed during an evaluation of the Alverno College (Milwaukee, Wisconsin) Off Campus Experiential Learning (OCEL) program, this manual provides suggestions for (1) designing experiential learning programs integrating academic and off-campus work experiences for postsecondary women students and evaluating existing experiential learning activities. Part 1, Introduction to Experiential Learning, contains three chapters: The Growth of Experiential Learning Programs; Program Elements, which includes philosophy, prototypes, program development, and implementation considerations; and Alverno's Program, which overviews OCEL. Part 2, The Study, details the OCEL evaluation which intended to describe the effects of program implementation on students and faculty, describe faculty and student goals and relate goal satisfaction to program variables, and assess impact on career orientation, commitment, and patterns of graduates. (Data are based on interviews with participating and control students and involved faculty.) The four chapters of part 2 are Program Implementation, Goals and Outcomes, Impact, and Findings and Recommendations. These findings include the following: certain departments use the program more; there is general discontent with placement and work activity validity; and the program is more successful in meeting students' goals (job exploration and skill testing) than the faculty's (practical application of theory and skill testing). Appendixes, amounting to one-half of the manual, include study methodology, interviews, and evaluation data. (YLB)

ED 185 355 CE 024 857

**Job Options: First Offender Women. A Pretrial Intervention Program.**

Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-79
Note-79p.
Available from-Education Development Center, 55 Chapel St., Newton, MA 02160.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Tests/Questionnaires (160)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Career Awareness, *Career Counseling, *Correctional Rehabilitation, *Criminals, Females, Job Placement, Nontraditional Occupations, *Program Development, Program Evaluation, Rehabilitation Programs, Vocational Rehabilitation, *Womens Education

This manual describes how to set up and operate a pretrial intervention program for female first offenders which offers an intensive career counseling service and puts emphasis on placing participants in nontraditional jobs. Divided into three sections entitled The Way It Is; What You Can Do; and How You Assess It the guide gives an overview of the double disadvantage and problems of being both a woman and an offender; guidelines on setting goals and developing and implementing the program; and notes on how to evaluate services and develop client profiles. Developers state that women successfully completing this goal oriented probationary program do not go to trial and are given an opportunity to have their charges dismissed. Without the offender stigma, employment options appear to increase, the rearrest rate is often reduced, and these women appear to have a better chance of becoming self-confident, self-supporting members of society. Appended are a bibliography on women offenders, a list of funding sources, and model inventories and questionnaires for use in a program. Also included is the script and an order form for a filmstrip describing the experience of one women who participated in the Pennsylvania program upon which the manual is based. (MEK)

ED 185 393 CE 025 022

*Titmus, Colin And Others*

**Terminology of Adult Education. Terminologia de la Educacion de Adultos. Terminologie de l'Education des Adultes. Ibedata Series.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Spons Agency-International Bureau of Education, Geneva (Switzerland).
Pub Date-79
Note-154p.; For related documents see ED 166 897 and CE 023 501.
Available from-UNIPUB, 345 Park Avenue South, New York, NY 10010 ($10.50)
Language-English; French; Spanish
Pub Type- Reference Materials - Vocabularies/Classifications (134)
**Document Not Available from EDRS.**
Descriptors-*Adult Education, *Definitions, *English, *French, Global Approach, Glossaries, *Spanish, Vocabulary

This international glossary of adult education, its full text in English, Spanish, and French, is intended to establish generally acceptable international terminology in three major world languages to facilitate cooperation in the field of adult education. The alphabetical definition of terms, according to their spelling in each language, is preceded by a discussion of the following six basic adult education concepts and their synonyms in the other two languages: (1) adult education; (2) lifelong education, lifelong learning, lifelong integrated learning, continuous learning, permanent education; (3) community development, community education; (4) adulthood; (5) aging, adult development; and (6) adult learning, andragogy, psychology of adult education; sociology of adult education. The alphabetical index is cross-referenced to the terms used in the other two languages. (MEK)

ED 185 431 CE 025 234

*Herrmann, Robert O.*

**The Historical Development of the Content of High School-Level Consumer Education: An Examination of Selected Texts, 1938-1978.**

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.
Pub Date-Jul 79
Contract-P00770640
Note-76p.; Parts of this document will not reproduce well due to light and broken type.
Available from-Office of Consumers' Education, U.S. Office of Education, 400 Maryland Avenue, S.W., Rm. 807, Riviere Bldg., Washington, DC 20202 (single copies free).
Pub Type- Reports - Evaluative (142) - Historical Materials (060)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Consumer Economics, *Consumer Education, Consumer Protection, *Content Analysis, Course Content, *Educational Change, High Schools, *History, Purchasing, Relevance (Education), *Textbook Content, Textbook Research, Textbooks

A study examined historical changes in the content of consumer education and factors associated with these changes. Analysis was based on key writings on consumer education and an examination of fifteen high school texts published between 1938 and 1978. Only a few topics budgeting, savings and investment, life insurance, and housing received extensive coverage in all texts examined. A second group of topics were included in most texts and received extensive coverage when included (food, clothing, autos and transportation, banking services, social insurance, consumer law, and taxes). A third group of topics included in almost all of the texts received coverage varying in adequacy and length (non-profit information services, government regulatory activity, and consumer role in the American economy). Despite recognition of their importance, a fourth group of topics (health, education, recreation, provision of public services, consumer rights and responsibilities, consumer problems, and action to improve consumer protection) received even more variable treatment. Variations in inclusion and treatment of topics often appeared related to different disciplinary perspectives (home economics, social studies, business education). The content of consumer education has only partially responded to social and economic changes and new concerns such as inflation, working wives, product safety, and control of corporate power. (Author/YLB)

CG

ED 185 476 CG 014 338

*Iacuzio, Arthur A.*

**Development and Implementation of an Articulation Model for Identified Entering Freshmen with School Adjustment Problems.**

Pub Date-79

Note-264p.; Ed.D. Dissertation, Nova University, FL. Best copy available. Parts of the appendix may be marginally legible.

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143) - Reports - General (140)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors-*Adjustment (to Environment), Attendance, Class Organization, Cognitive Objectives, Curriculum Development, *High School Freshmen, Individual Needs, Negative Attitudes, *School Attitudes, Secondary Education, *Student Adjustment, Student School Relationship, *Underachievement

A model was developed and implemented that met the needs of entering high school freshmen with school adjustment problems such as poor academic achievement, excessive absenteeism, poor school behavior, and negative school attitudes. A review of literature indicated that the comprehensive high school was not meeting the needs of this group of students. The proposed program included a team of four teachers, supported by special-service personnel, who were scheduled to work with 48 freshmen in a daily time-block arrangement. The program attempted to improve student performance in a number of areas, including discipline, attendance, attitude toward school, and academic achievement. Program development included a needs assessment, teacher recruitment, in-service programs flexible scheduling, curriculum development, and middle-school/high-school articulation. The program was divided into two phases; phase one involved work with the identified students through their freshman year; phase two involved two staff teams working with the identified students in their sophomore year and a second group of new freshmen. A summative evaluation measured the progress of the original 48 freshmen with respect to 17 program objectives. A plan was outlined to institutionalize the model into the school program. (A step-by-step analysis of the development and a set of recommendations for the implementation of the program was presented.) (NRB)

ED 185 499 CS 005 346

*Young, Savannah Miller*

**Reading for Mastery: An Instructional Guide.**

Saint Louis Board of Education, Mo.
Pub Date-79
Note-120p.; For related document see CS 005 347
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Administrator Role, *Beginning Reading, Elementary Education, Individualized Reading, *Mastery Learning, Primary Education, Program Descriptions, Program Development, Program Implementation, *Reading Comprehension, *Reading Instruction, *Reading Programs, Reading Research, *Reading Skills, Teacher Role, Teaching Guides

This guide provides a description of a mastery learning reading program based on a language approach to teaching reading. All suggested activities stress the use of skills to obtain meaning from reading as the main goal of instruction. Sections include a discussion of the elements of this mastery learning instructional program that notes the need to adjust time limits for individual progress; suggestions for the reading content of the program; suggestions for planning the program, including class diagnosis, classroom and school organization, and the involvement of parents; methods for assessing student progress; a discussion of roles and responsibilities in the program for principals, teachers, and support teachers; and ways to monitor and evaluate the mastery learning reading program. Appendixes include information on suggested reading skill sequences and information on research performed in classes using the program. (MKM)

ED 185 567 CS 205 482

*Ely, Robert*

**The Philosophy of Teaching Composition through a Cross-Cultural Approach to Interdisciplinary Humanities.**

Pub Date-Mar 80

Note-8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Black Students, Course Content, *Cross Cultural Studies, Higher Education, *Humanities Instruction, *Multicultural Education, Program Descriptions, Self Esteem, Teaching Methods, *Writing (Composition), *Writing Instruction

A redesigned college composition/humanities program that has as its primary goal the raising of the self-esteem of a predominately black student body is described in this paper. First discussed are the deficiencies of an earlier program, traditional freshman composition followed by sophomore humanities, that centered around the cultural achievements of white Europeans. The new program is presented as implementing a thematic textbook designed specifically for the course, remedial skill-building exercises using programed material, patterned essay writing based on personal experience, and the student-centered or dramaturgical methods of Kenneth Macrorie and James Moffett, all within the context of the study of African, Oriental, and Western humanities. (AEA)

ED 185 589 CS 205 510

*Harste, Jerome C.*

**Language As Social Event.**

Pub Date-Apr 80

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Best copy available.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Cognitive Processes, *Decoding (Reading), Elementary Education, *Language Acquisition, *Language Processing, *Linguistic Competence, Reading Comprehension, *Reading Research, Young Children

A taxonomy developed for the study of the growth and development of written language from the perspective of social event was tested with a group of 68 children, aged three to six years. The subjects were presented with a wide variety of environmental print messages (road signs, toys, fast food signs, and household products) and were questioned regarding what the print said, what helped them determine the message, and anything else they might know about the object. Responses were analyzed from the semantic, syntactical, graphic, and semiotic perspectives, as well as in terms of response time and evolution. Results indicated tbe following: children pragmatically demonstrated highly developed levels of linguistic awareness; children expected print to be meaningful; and children's access to the pragmatic and semantic systems of language led to conventional control of the syntactic and symbolic systems of language. The latter finding is the reverse of the current instructional model. (DF)

ED 185 611 CS 502 874

*Kindsvatter, Peter S.*

**Press Relations: Carter's Example.**

Freedom of Information Center, Columbia, Mo.
Report NO.-FOI-418
Pub Date-Mar 80
Note-9p.
Pub Type- Information Analyses (070) - Reports - General (140)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Behavior Patterns, Group Dynamics, Interpersonal Relationship, *News Media, News Reporting, Politics, *Presidents, *Press Opinion, *Public Relations

Although different philosophies may motivate presidential-press relations, causing frequent friction or adversity, there is nevertheless a strong degree of cooperation and collaboration between the press and a president of the United States. This interdependence has been particularly evident in recent administrations, and it progresses chronologically through a three-stage cycle. In the honeymoon'' stage, a pleasant period beginning after a president's election and inauguration, the president's and the media's definitions of what is newsworthy happen to coincide. The honeymoon stage usually consists of human interest items and stories about the administration's goals and plans during official tenure. The second, or competitive, stage begins when the president's and the media's definitions of news begin to drift apart. This stage is characterized by news manipulation, with the administration attempting to ensure that its news'' is the only news the press receives. When a president makes a conscious decision to place reelection therefore the preservation or rejuvenation of popularity above the development of new programs, the third phase, detachment, has been initiated. A review of the Carter administration's relations with the press shows that it has progressed predictably through these stages. (RL)

ED 185 654 EA 012 583

*Gorsin, John*

**Development and Implementation of a Goal-Oriented Model of Supervision.**

Pub Date-Aug 79

Note-167p.; Individual Practicum Report, Nova University. Parts of the appendices may not reproduce clearly.

Pub Type- Reports - Descriptive (141) - Dissertations/Theses - Practicum Papers (043) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors-Academic Achievement, Administrator Evaluation, *Administrator Role, Conferences, *Educational Objectives, Elementary Secondary Education, *Instructional Improvement, Leadership, Objectives, Program Descriptions, Program Development, Program Implementation, *Self Evaluation (Individuals), Student Participation, Teacher Administrator Relationship, *Teacher Evaluation, Teacher Improvement, *Teacher Supervision

Identifiers-Leadership Behavior Description Questionnaire

This model of teacher supervision was designed to improve instruction in the Aspinwall Elementary School in the Fox Chapel School District, Pittsburgh, Pennsylvania. The project sought to accomplish three things: improve the achievement level of underachieving students, increase teacher instructional effectiveness, and change the teachers' perception of the principal's supervisory behavior. Treatment included a diagnostic assessment of the students' specific skill deficiencies and a self-evaluation of the teachers. A prescriptive approach was used with the students, and two commercially published criterion reference programs were utilized. Teachers wrote goals in the form of a behavior checklist and these goals were monitored by using a modified clinical supervision approach. Evaluation of the project suggested that the model could improve achievement, and teacher and administrator performance. The appendix includes samples of the materials needed to conduct a similar program. (Author/JM)

*Flexer, Robert W. Boyd, Karen*
**Teaching Money Skills to the Mentally Retarded Person. Revised Edition.**
Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.
Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date-79
Grant-16-P-56819/6-06
Note-96p.; Print is faint and may not reproduce well.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Basic Skills, Diagnostic Teaching, Elementary Education, Instructional Materials, *Mental Retardation, Program Descriptions, *Skill Development, Student Evaluation, Training Methods, *Training Objectives
Identifiers-*Money Skills

A program designed to teach money skills to the mentally retarded individual who already has the ability to count at least 20 objects is presented. An overview of the program is provided along with a list of the program goals and a section on training paraprofessionals to use the program. An evaluation instrument is included to assess the students' strengths and weaknesses in money counting and to prescribe a starting point. A section on assigning objectives describes how to determine which of the six levels to begin each student and how to record student progress. The following four sections each cover one of the program goals: (1) identifying coins and their values, (2) counting with coins of the same value, (3) combining coins of different values, and (4) counting change to $1.00. Each goal is further broken down into a group of objectives. Specific strategies for each of the objectives are provided as well as the materials needed and a statement of expected student behavior, teacher instructions, and suggested feedback for errors. goals. (PHR)

ED 185 763 EC 123 918

*Ysseldyke, James E. Algozzine, Bob*

**Diagnostic Classification Decisions As a Function of Referral Information.**

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report NO.-IRLD-RR-19
Pub Date-Jan 80
Contract-300-77-0491
Note-21p.; See also EC 123 901-925.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Behavior Problems, Classification, *Decision Making, *Disabilities, Emotional Disturbances, Exceptional Child Research, Identification, *Referral, Student Characteristics, *Student Evaluation, *Student Placement

Educational decision makers (N 224) participated in a computer simulated decision making experience to ascertain the extent to which referral information on a child with a suspected handicapping condition biased classification decisions. Ss were randomly assigned to 16 conditions varying on the basis of the child's sex, socioeconomic status, physical attractiveness, and nature of referral problem. Ss had access to test data, all of which reported pupil performance in the normal range. Only the nature of the referral problem was influential in the simulated decisions. A referred child was more likely to be diagnosed as emotionally disturbed when the referral statement of the problem was listed as behavioral rather than academic. Ss ignored standardized test information indicating average performance and retained the stereotype created by the referral information. (Author/CL)

ED 185 808 FL 011 055

*Mishra, Shitala And Others*

**An Approach for Implementing a School District Wide Needs Assessment.**

San Diego State Univ., Calif. Inst. for Cultural Pluralism.

Pub Date-77

Note-115p.

Available from-Institute for Cultural Pluralism, 5544 1/2 Hardy Street, San Diego, CA 92182 ($2.65).

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-*Bilingual Education, Community Surveys, Cultural Background, Data Analysis, Data Collection, *Educational Assessment, Elementary Secondary Education, *English (Second Language), Evaluation Criteria, *Language Skills, Low Achievement, Needs Assessment, Non English Speaking, Questionnaires, School Districts, Social Influences, *Student Evaluation

Identifiers-*Bilingual Programs, Lau v Nichols

A manual was developed to assist administrators to assess the needs of their institutions, parents, students, staff, and educational programs relative to bilingual program planning. A second area of focus is the identification of Lau students, or students whose home language is other than English and who are not performing conceptually and linguistically at a level equal to or better than the district standard of proficiency. The core of the manual is a Needs Assessment Bank of Questions addressed to different role groups and covering a wide range of issues. Questions pertinent to particular needs and addressed to specific role groups can be selected for survey instruments, interview questionnaires, and other devices. The purpose and use of needs assessment for bilingual education planning are discussed to provide a general approach to needs assessment implementation. The discussion focuses upon: (1) identification of goals, (2) design of assessment procedures, (3) development of assessment instruments, (4) development of sampling plans, (5) collection of data, and (6) analysis of data. A brief discussion of the purpose and methods of conducting a sociocultural survey of the students' community is included. (SW)

ED 185 259 CE 024 466

**Improving Career Exploration. Implementation Manual.**

Southwest Iowa Learning Resources Center, Red Oak.

Spons Agency-Iowa State Dept. of Public Instruction, Des Moines.; Office of Education (DHEW), Washington, D.C.

Pub Date-79

Grant-G007802022

Note-210p.; Parts may not reproduce clearly.

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Career Counseling, *Career Education, *Career Exploration, Career Guidance, Disabilities, Junior High Schools, Middle Schools, *Program Development, Program Guides, Program Implementation, Vocational Interests, Vocational Maturity

Identifiers-*Iowa

This junior high/middle school career exploration implementation manual is designed to assist in implementing a comprehensive career exploration program using four career exploration components developed in the Improving Career Exploration project. The first of six sections addresses career exploration and career/vocational development. Basic implementation information is provided in section 2 including discussions of planning, inservice, community resources, and evaluation. Section 3 presents the four career exploration components: (1) using the Iowa Career Education Project, (2) using the career information system of Iowa, (3) using Project Discovery, and (4) using the community school program. Involving handicapped students is addressed in section 4. The fifth section discusses two modes of exploration and the roles of guidance and counseling. A final section lists additional resources. (LRA)

ED 185 412 CE 025 136

*Anisef, Paul And Others*

**Is the Die Cast? Educational Achievements and Work Destinations of Ontario Youth. A Six-Year Follow-Up of the Critical Juncture High School Students.**

Ontario Dept. of Education, Toronto.
Pub Date-80
Note-531p.; Some pages in the appendixes will not reproduce well due to small, light type.
Available from-Ontario Government Bookstore, 880 Bay St., Toronto, Ontario M7A 1L2 (Canada) ($6.00)
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
**EDRS Price - MF02/PC22 Plus Postage.**
Descriptors-Educational Quality, *Education Work Relationship, *Employment Level, *Employment Patterns, Equal Education, Graduate Surveys, *High School Graduates, High Schools, *Vocational Followup
Identifiers-*Ontario

This report describes a six-year followup of high school students in Ontario. The report is based on surveys conducted while the students were in grade 12 and at two intervals shortly thereafter. The first two chapters present an overview of the characteristics of the respondents and a description of their educational and occupational activities after leaving high school. Chapter 3 reports on a series of questions designed to gauge the link between schooling and work. Findings on who got what kind of education, grades received, records of completion, and ways in which this postsecondary schooling was financed are presented in chapter 4. Chapter 5 is a study of the issues surrounding interruption of schooling after high school, withdrawal after commencing postsecondary programs, and rates of completion. Chapter 6 reports findings with respect to occupational prestige and salary. Chapter 7 presents findings on private vocational schools, adult education, apprenticeships, and short courses, and assesses their importance to the respondents. In chapter 8, a number of individuals give their personal accounts of schooling and work on the basis of their priorities. The final chapter gives a set of statements regarding equality of educational opportunity in Ontario and presents a set of recommendations. The questionnaire is appended. (LRA)

*Henriksen, Emmaline B. Patton, William*

**Perceptions of Intern Competencies in Teaching Reading.**

Pub Date-79
Note-9p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Comparative Analysis, *Competence, Educational Research, Internship Programs, *Job Performance, Reading Instruction, Reading Research, *Reading Teachers, Teacher Attitudes, *Teacher Behavior, Teacher Educators, Teacher Evaluation, *Teacher Interns, *Teaching Methods

Data on the ideal/actual competence of reading teacher interns were collected in a survey of teaching interns, cooperating teachers, and university supervisors. The experimental group included 34 interns who had completed a one-year field based program in diverse settings prior to internship. The control group included 64 interns who had completed traditional on-campus courses with little or no field experience prior to internship. The data revealed that cooperating teachers for the experimental interns had significantly more negative perceptions of intern competencies than did all the other respondents. The mean score of experimental interns was more positive than that of their cooperating teachers. It was proposed that experimental group interns may have developed more self-confidence in teaching, tending not to rely on their cooperating teachers for guidance. Competencies rated most important by all groups included being regularly prepared for daily teaching,

matching materials and activities to instructional level and using individual, small group, and total class instructional strategies. Items rated least important by all groups were appropriate nonverbal behavior, organized introductions and conclusions of learning experiences, and balanced use over time of instructional stategies. (RL)

ED 185 699 EA 012 648

*Capitan, James H. And Others*

**Teacher Absenteeism. A Study of the Ohio Association of School Personnel Administrators.**

American Association of School Personnel Administrators, Seven Hills, Ohio.

Pub Date-80

Note-17p.

Available from-American Association of School Personnel Administrators, 6483 Tanglewood Lane, Seven Hills, OH 44131 ($3.00)

Pub Type- Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Elementary Secondary Education, Literature Reviews, Program Descriptions, *Teacher Attendance

This paper discusses teacher absenteeism via a 1978 preliminary study of 90 school systems by the American Association of School Personnel Administrators. The major causes of employee absenteeism, cited by the participating personnel directors, were (1) personal illness, (2) illness in the family, (3) personal leave days, (4) emergencies, (5) emotional problems, and (6) alcohol and drug-related absences. Based on the survey and a review of studies from Pennsylvania and Michigan, the paper recommends that administrators establish an employee absence monitoring system and try to reduce absenteeism through more organized efforts. It suggests a specific program that would (1) deal with all employees and be well communicated throughout the school system, (2) be supported by administrators at the top, (3) recognize and reward regular attendance, and (4) involve the teacher's immediate supervisor. (Author/LD)

ED 185 719 EC 123 529

*Howell, Sandra K.*

**Characteristics of Talented and Gifted Children. Oregon Series on Talented and Gifted Education.**

Northwest Regional Educational Lab., Portland, Oreg.; Oregon State Dept. of Education, Salem. Office of Talented and Gifted Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Grant-G007800756

Note-28p.; For related information, see EC 123 522-531.

Available from-Office of Marketing, Northwest Regional Educational Laboratory, 710 S.W. 2nd Ave., Portland, OR 97204 ($2.95 each; $26.55 for the full set)

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Cultural Differences, Elementary Secondary Education, Emotional Problems, *Gifted, Parents, Preschool Education, *Student Characteristics, Student Needs, *Talent, Teaching Skills, *Underachievement

Part of a 10 booklet series on talented and gifted education, the booklet describes the characteristics of talented and gifted children during the preschool and school years. The underachieving gifted child is discussed in terms of emotional problems, school programing, and cultural difference. Special traits and skills needed for teachers of the gifted are also reviewed. Information is presented to further parents' understanding of talent and giftedness, to help both schools and parents plan the best programs for talented and gifted children both in and out of school. (Author/DLS)

ED 185 278 CE 024 488

*Breen, Kathy*
**Community Living Skills Guide: Sexuality.**
Metropolitan State Coll., Denver, Colo.
Pub Date- 75
Note-34p.; For related documents see CE 024 470-488 and CE 024 490-493.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Adult Education, Behavioral Objectives, Class Activities, Contraception, Course Descriptions, Curriculum Guides, Daily Living Skills, *Developmental Disabilities, Guidelines, Gynecology, Hygiene, Individualized Instruction, Institutionalized Persons, Learning Activities, Lesson Plans, *Mild Mental Retardation, *Normalization (Handicapped), Pregnancy, Preservice Teacher Education, Rehabilitation, Residential Programs, *Sex Education, *Sexuality,

Teaching Guides, Venereal Diseases
Identifiers-College for Living, Metropolitan State College CO

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, Sexuality. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. This course is designed for the mildly retarded adult who is capable of living independently, has verbal communication and is self-supporting. Contents include teacher suggestions and training information, overview of program structure, and attitudes survey and facts on human sexuality questionnaire to assess the teacher, and pre- post-tests. Objectives and suggested activities are provided for these topics: body identification and awareness, sense relaxation, male/female role identification, sex appeal and personal hygiene, gynecological care, venereal disease, birth control, the birth process, alternatives to pregnancy, social stereotypes (dealing with handicaps and sexuality) and dating and other socially appropriate behaviors. References and sources of materials are appended. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

ED 185 337 CE 024 817

*Ritz, John M. And Others*

**Industrial Arts Education Competency Catalogs for Exploring Technology, Modern Industry, Construction, Manufacturing.**

Old Dominion Univ., Norfolk, Va. Dept. of Industrial Arts Education.
Spons Agency-Virginia State Dept. of Education, Richmond. Trade and Industrial Education Service.
Pub Date-79
Note-175p.; For related documents see CE 024 815-818.
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Directories/Catalogs (132)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-Competence, Competency Based Education, Construction (Process), *Industrial Arts, Industry, Manufacturing, *Minimum Competencies, Secondary Education, *Skill Analysis, Skill Development, Teaching Guides, Technology

Identifiers-Virginia

Four competency catalogs of tasks for industrial arts programs are presented. These include catalogs in Exploring Technology, Modern Industry, Construction, and Manufacturing. The purpose of each catalog is to establish a basis for program content selection and criterion levels from which one may measure to see if individual learners have achieved minimal competence. Each catalog begins with an introduction, format description, course description, course goals, and suggested topical outline. The remainder of the catalog is comprised of task statements. Each task follows a typical format that includes the following sections: (1) Area of Competence, which identifies the industrial arts course for which the task was prepared; (2) Content/Concept, which identifies the sub-area with which the particular task is associated; (3) Task, which identifies the knowledge, skills, or attitudes that the learner should possess after instruction; (4) Criterion Referenced Measure, which provides the means of determining whether the learner can successfully perform the task; and (5) Performance Goals, which identifies sub-tasks that lead to the development of the knowledge, skills, and attitudes identified in the task. (LRA)

ED 185 375 CE 024 962

*Hoellein, Robert H., Jr.*

**Vocational Administrator's Guidebook: Mainstreaming Special Needs Students in Vocational Education.**

Indiana Univ. of Pennsylvania, Indiana.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-Jun 79
Contract-94-9008
Note-131p.
Pub Type- Guides - Non-Classroom (055) - Reference Materials (130)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-Administrator Guides, Agency Cooperation, Check Lists, Cost Effectiveness, *Disabilities, *Disadvantaged, Flow Charts, Formative Evaluation, Guidelines, *Mainstreaming, Needs Assessment, *Program Development, Program Evaluation, Program Implementation, Resource Materials, School Community Relationship, Special Education, Special Programs, Summative Evaluation, *Systems Approach, *Vocational Education

This guidebook presents a systems approach to planning, implementing, and evaluating mainstream programs for special needs learners in vocational education. (The guidebook itself models this system.) It is divided into four sections and numerous subsections (components) in this order: (1) Introduction (to mainstreaming, and the approach), (2) Program Planning (six components), (3) Program Implementation (twelve components), and (4) Program Evaluation (one component). Sections 2-4 comprise the steps required in beginning a new program or improving an existing one. Although they are presented in chronological order, many of the activities from different sections are interrelated and may occur simultaneously in actual practice. Each self-contained section presents a short introduction, recommended activities, and/or guidelines related to the topic. Selected resource materials, including samples, checklists, and flowcharts, are provided to illustrate and expand the concepts, approaches, and guidelines presented. These resource materials are suitable for reproduction. Each section was written to provide users with information on concepts, alternative approaches, and specific content. Flowcharts and/or checklists are included and can be used as administrative check-off sheets for critical steps in the various processes. (YLB)

ED 185 394 CE 025 034

*Young, Anne McDougall*

**Students, Graduates, and Dropouts in the Labor Market, October 1978. Special Labor Force Report 223.**

Bureau of Labor Statistics (DOL), Washington, D.C.
Pub Date-79
Note-31p.; Parts may be marginally legible. For related documents, see ED 137 662 and ED 163 299.

Journal Cit-Monthly Labor Review; Oct 1979
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Adolescents, Age, Black Youth, College Graduates, College Students, Dropouts, Employment Level, *Employment Patterns, Employment Statistics, Family Income, Females, High School Graduates, High School Students, Hispanic Americans, Labor Force, *Labor Market, Males, National Surveys, Occupations, Postsecondary Education, Secondary Education, Student Employment, Whites, Young Adults, *Youth Employment

A study based on supplementary questions in the October 1978 Current Population Survey revealed an improved job situation among U.S. youths both in and out of school, but it showed dropouts and those from low-income families at a distinct disadvantage. Overall, the number of employed youths (age 16-24) increased by 1.1 million from October 1977 to October 1978 although that segment of the population increased by less than 300,000. Most of the increase in the student labor force was accounted for by high school students. The large differences between the labor force participation rates of black and white youth (students and nonstudents) persisted or increased. The unemployment rate for dropouts was more than double that of high school graduates and three times that of college graduates. Youths from lower income families were less likely to be in the labor force, and if in it, much more likely to be unemployed. Three-fourths of the report consists of tabular data on the employment status of youth (high school or college students, graduates, and dropouts) by sex, age, race, family income, occupation/industry, and duration of employment; on additional combinations of the above variables; on reasons unemployed youth were looking for work; and on youth of Hispanic origin. Methodology for the survey is described briefly. (JT)

ED 185 455 CG 014 302

*Proefrock, David W. Bloom, Robert*

**The Relationships between Verbal and Nonverbal Communication of Therapeutic Effectiveness.**

Pub Date-28 Aug 78
Note-18p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Information Analyses (070)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Behavior Rating Scales, *Counseling Effectiveness, *Counselor Performance, Counselors, *Relationship, Skill Analysis, *Therapists, *Verbal Communication

The relationship between a therapist's verbal and nonverbal communication of therapeutic effectiveness was investigated. In a design intended to eliminate many of the methodological problems which exist in this area of research, subjects (N 102) were asked to rate videotaped segments showing combinations of three different levels of both verbal and nonverbal therapist effectiveness. The rating scales used by subjects were the three Carkhuff scales for rating communication of respect, empathic understanding, and facilitative genuineness and a scale derived from the Microcounseling Skill Discrimination Scale. The results indicated that the relationship between verbal and nonverbal communication of therapeutic effectiveness may be additive in nature. (Author)

ED 185 545 CS 205 446

*Nold, Ellen W.*

**Nuts and Normals: Helping Them Teach Writing across the Curriculum.**

Pub Date-Dec 79

Note-12p.; Paper presented at the Annual Meeting of the Modern Language Association (94th, San Francisco, CA, December 27-30, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Engineering Education, *Faculty Development, Higher Education, Inservice Teacher Education, *Interdisciplinary Approach, Program Descriptions, *Tutorial Programs, Tutors, *Writing (Composition), *Writing Skills

Identifiers-*Writing across the Curriculum

The work of teaching faculty in the major disciplines how to teach writing often falls to the writing program administrator (WPA), and this paper explains one WPA's hypotheses, reasoning, and methods used in promoting writing in a college engineering department. Principles underlying the program related to the motivations of faculty and the structure of teaching writing are discussed, and a six-hour seminar required of engineering faculty appointed to teach writing is outlined. Also discussed is the program designed to provide writing tutors to the classes of the members of the engineering faculty who do not want to teach writing, along with the training course required of the tutors. Among the benefits of the program listed are that a large number of engineering students learn to write better and that the tutors become more confident of their own abilities to write and speak persuasively. (AEA)

ED 185 568 CS 205 483

*Atlas, Marshall*

**Writer Insensitivity to Audience Causes and Cures.**

Pub Date-Apr 80
Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Audiences, College Students, Comparative Analysis, Educational Research, Higher Education, Knowledge Level, *Language Styles, *Organization, Teaching Methods, *Writing (Composition), *Writing Instruction, Writing Skills
Identifiers-*Audience Awareness

A series of three experiments obtained objective measures of skilled and unskilled writing that was prepared in response to a potentially hostile audience. The principal differences between the two groups of writers were that skilled writers were far more likely than unskilled writers to go beyond the narrow constraints of the task, to generate new ideas, to use original language, to engage in explicit planning, and to address directly the concerns expressed in the letter they were answering. In contrast to these skilled writers, the unskilled writers tended to ignore their audience, responding primarily to the outline they were given as a writing aid. The results also showed that unskilled writers were much more likely to respond to their audience if the outline were removed or if the letter they were answering was made more detailed and explicit. (Author/RL)

ED 185 590 CS 205 512

*Evans, William H.*

**Who Is Qualified to Teach Business Writing and Technical Writing?**

Pub Date-Mar 80

Note-16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Business, Business Skills, Educational Research, Higher Education, *Occupational Surveys, Teacher Attitudes, *Teacher Characteristics, Teacher Qualifications, Teaching Skills, *Technical Writing, *Writing Instruction

To determine the teaching philosophy, the academic and professional background, and the teaching methods most valued by experienced teachers of business writing and technical writing, a study was conducted that involved a search of relevant professional literature and an analysis of questionnaire responses from 24 experienced professionals. Those responding to the questionnaire included five directors of college programs, seven college teachers, and 12 writing teachers employed full time in business or industry. The results showed that, while acknowledging the benefit of a broad, liberal education, most professionals placed a higher value on pragmatic thinking, objectivity, logical thinking, and on writing free of ambiguity. They also valued a strong background in science, technology, and an understanding of the organizational methods and problems of business and industry. In addition, they valued knowledge and skill in language and composition, especially coursework in business writing and technical writing, and they valued teaching methods that worked quickly and efficiently. A supervised internship in business or industry especially one that emphasized writing and teaching writing was considered the most valuable kind of professional training. (Author/FL)

ED 185 633 CS 502 907

*Clark, Ruth Anne Delia, Jesse G.*

**Analysis of Topoi: A Case Study in Managing the Identity of the Persuadee.**

Pub Date-Nov 79
Note-22p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Communication Skills, Discourse Analysis, *Persuasive Discourse, Responses, *Speech Communication
Identifiers-*Audience Response

Arguing that systematic analysis of message strategies ought to become a major focus of study within the field of speech communication, this paper offers a limited case study to illustrate the kinds of strategies that might be uncovered. The paper places the illustration within a persuasive context and indicates the kinds of approaches a speaker might use in response to a listener's belief that he or she is not the kind of person who supports the advocated position. The first approach discussed is altercasting'' (making salient roles or beliefs that are in agreement with the advocated position and which the listener might be willing to ascribe to himself or herself). The second approach offered reflects an attempt to change the view the listener holds of supporters of the advocated position. The final strategy discussed involves an attempt to change particular aspects of the self-concepts of the listener in such a way as to facilitate agreement with the advocated position. (Author/FL)

ED 185 677 EA 012 611

*Pelavin, Diane And Others*

**An Analysis of the Achievements and Impacts of the Fund's Projects.**

NTS Research Corp., Durham, N.C.

Spons Agency-Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Pub Date-Apr 80

Contract-100-80-0128

Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). For related documents, see EA 012 610 and EA 012 612.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Agency Role, *Educational Innovation, Equal Education, *Federal Programs, *Information Dissemination, Postsecondary Education, *Program Effectiveness, Program Evaluation, Surveys

Identifiers-*Fund for Improvement of Postsecondary Education

An important indicator of the success of a funding agency is the achievement and impact of the projects it supports. This paper, one of three related documents, examines the effectiveness of the Fund for the Improvement of Postsecondary Education, a fund to improve educational opportunities. A telephone survey was conducted in 1979 of all of the fund's grant recipients from 1973-78. More data were gathered from 50 case studies conducted of the fund's projects. Four areas of the projects were examined, including innovation, effect on host institution, influence on other organizations, and continuation after federal support was withdrawn. Some of the results showed (1) over three-quarters of the projects were innovative; (2) over 50 percent caused significant changes in the operation of their host institution; (3) dissemination activities of the projects were extensive; and (4) 70 percent of the projects met the necessary criteria to be considered institutionalized. (Author/LD)

ED 185 764 EC 123 919

*Ysseldyke, James E. Regan, Richard R.*

**Nondiscriminatory Assessment and Decision Making: Embedding Assessment in the Intervention Process.**

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report NO.-IRLD-Mono-7

Pub Date-Feb 79

Contract-300-77-0491

Note-37p.; See also EC 123 901-925.

Pub Type- Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Compliance (Legal), Decision Making, *Disabilities, Elementary Secondary Education, Evaluation Methods, Intervention, *Minority Groups, *Models, *Student Evaluation, *Test Bias, Testing Problems

Identifiers-Education for All Handicapped Children Act

The authors suggest that efforts to comply with the protection in evaluation procedures provisions of P.L. 94-142 (the Education for All Handicapped Children Act) have been characterized by attempts to identify a single fair test for use with specific groups of minority children, and that such efforts will not result in improved efforts to eliminate bias in assessment. Defining assessment as the process of collecting data to make decisions about pupils, the authors conceptualize a model in which instructional decisions are made using data on the history of intervention effectiveness with individual students. Operationalization of an instructional cascade and systematic documentation of pupil progress throughout levels of the cascade are proposed as alternatives to current norm referenced decision making practices. (Author)

ED 185 786 EC 124 041

**Special Education Management-by-Information: A Resource Guide for State and Local Education Agencies.**

Management Analysis Center, Inc., Washington, D.C.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date- 80
Contract-G0078C0222
Note-80p.
Available from-National Association of State Directors of Special Education, 1201 Sixteenth St., N.W., Washington, DC 20036 ($4.00)
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Data Collection, *Decision Making, *Disabilities, *Educational Administration, Elementary Secondary Education, Guidelines, *Management Information Systems, Program Development, School Districts, State Departments of Education
Identifiers-*Management by Information

The document offers guidelines for developing a management by information system for special education services, a system that organizes people, equipment, procedures, and communications to collect and present accurate data that administrators can use to make decisions and to provide information to state and federal governments. Following a definition of management by information and its benefits are sections which explain how to design, implement, and operate a management by information system. Based on the experiences of managers in five state and five local education agencies, the booklet uses specific examples to develop a step by step process for the system's four phases: assessment, planning, testing, and implementation and operation. Pitfalls of the system are briefly delineated. Appendixes contain brief summaries of the systems at each of the state and local education agencies that Management Analysis Center personnel visited, a list of questions for determining possible external constraints that may affect system development, and an outline of data elements. (SBH)

ED 185 356 CE 024 861

*Ruhland, David J. And Others*

**Determinants of Career Goals in Junior and Senior High School Women.**

Missouri Univ., Rolla.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date- 78
Note-59p.
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Achievement Need, Attitude Measures, *Career Choice, Career Education, Career Planning, Careers, Employed Parents, Family Characteristics, Fear of Success, *Females, Grade 7, Grade 11, Grade 12, *Influences, Mother Attitudes, Mothers, *Nontraditional Occupations, Parent Background, Parent Child Relationship, Personality, Personality Measures, *Secondary Education, Sex Role, Socioeconomic Status, *Student Attitudes, Student Evaluation, Test Anxiety

This manual for junior and senior high school counselors and teachers reports factors relating to career choice as determined by assessing young women in grades 7, 11, and 12 using a study-developed questionnaire, the Test Anxiety Questionniare, the Thematic Apperception Test, Fear of Success, and a sex-role scale. Chapter 1 is an introduction. Chapter 2 summarizes responses for three sections on the questionnaire: family background, personality and attitude measures, and career aspirations. Chapters 3, 4, and 5 are concerned with the relationship of the various measures to traditional versus nontraditional career choice and status of career choice. Chapter 3 focuses on three family background variables: parent-child relationship, family socioeconomic status, and maternal employment. Chapter 4 examines the various achievement-related personality measures and sex-role attitudes. Chapter 5 reports the relationships to career aspirations of reasons for wanting to work and sources of influence in career decision-making. Chapter 6 summarizes findings and implications for career counseling, including the strong relationship of family socioeconomic background to the aspiration for nontraditional, high status careers; the effect on a daughter's aspirations of the reason the mothers worked; and the deleterious effects of fear of success and traditional sex-role attitudes on senior, but not junior, high school women. (YLB)

ED 185 477 CG 014 374

*Kahnweiler, William M. Rollin, Stephen A.*

**Using Social Influence Variables to Evaluate Counselor Trainees: An Applied Study.**

Pub Date-80

Note-24p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Atlanta, GA, March 26-29, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-College Students, *Counselor Client Relationship, Counselor Educators, *Counselor Evaluation, *Counselor Training, Evaluation Methods, Higher Education, *Interpersonal Attraction, Interviews, *Practicums, Rating Scales, Research Projects, Supervision

Identifiers-*Counseling Evaluation Inventory, *Counselor Rating Form

The Counselor Rating Form (CRF) and Counseling Evaluation Inventory (CEI) were used in an applied setting to evaluate counselor interns. A sample of 17 counselor trainees conducted two interviews with two internship. After each interview, the trainees rated themselves on the CRF and the clients rated the trainees on both the CRF and CEI. Supervisors rated the trainees on the CRF after viewing videotapes of the counseling sessions with the confederates. Supervisors had previously rated them during trainees' prepracticum course. Results indicated that: (1) supervisor ratings did not increase significantly from prepracticum to internship; (2) there was no significant agreement among client, trainee and supervisor ratings; and (3) there was a significant positive correlation between client CRF and CEI scores. The concurrent validity of the CRF was supported, and holds much promise as a tool in counselor training. However, further research is needed before adapting the CRF as an evaluative instrument. (Author)

ED 185 500 CS 005 347

*Young, Savannah Miller And Others*

**Reading for Mastery: An Instructional Guide. Lagniappe: Models of Reading Activities.**

Saint Louis Board of Education, Mo.
Pub Date-79
Note-73p.; For related document see CS 005 346.
Pub Type- Guides - Classroom - Teacher (052) - Non-Print Media (100)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*Beginning Reading, *Cognitive Development, Comprehension, *Language Experience Approach, *Learning Activities, Mastery Learning, Phonics, Primary Education, Reading Comprehension, Reading Instruction, *Reading Skills, Teaching Methods, *Word Recognition, Writing Skills

This booklet contains over 35 sample student activities designed by teachers to support the development of prerequisite skills for reading comprehension and to offer opportunities for mastery learning. Activities are suggested in the areas of letter/sound relationships, word recognition, experiential concept development, cognitive concept development, comprehension skill development, and writing skill development. (MKM)

ED 185 655 EA 012 584

*Myers, Robert D.*

**An Intervention Model to Improve School Attendance and Achievement.**

Pub Date-Aug 79

Note-152p.; Individual Practicum Report, Nova University. Parts of appendices may not reproduce clearly.

Pub Type- Reports - Descriptive (141) - Dissertations/Theses - Practicum Papers (043) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors-Academic Achievement, *Attendance, Group Counseling, Group Guidance, Groups, High Schools, *High School Students, Humanistic Education, Individualized Instruction, *Low Achievement, Program Descriptions, *Self Concept

Growing out of concern about the increased absenteeism and poor achievement of a select population of students at Fox Chapel High School, Pittsburgh, Pennsylvania, this program aimed to decrease absences and improve student achievement and self-concept. It also involved a review of the climate provided for learning and of the teaching-learning process. An intervention strategy utilizing study teams made up of the director of pupil personnel services, a psychologist, a counselor, the school nurse, a remedial reading teacher, principals, and core teachers was developed. An individualized diagnostic-prescriptive approach was also used. The creation of a humanistic and affective school environment was of fundamental concern in the improvement of the students' self-concept. An evaluation of the model indicated that students did improve in attendance, achievement, and self-concept. (Author/JM)

ED 185 741 EC 123 632

*Kakalik, James S.*

**Interrelationships of Federal Programs for Education of Handicapped Children.**

Rand Corp., Santa Monica, Calif.

Spons Agency-Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Report NO.-Rand-N-1262-HEW

Pub Date-Aug 79

Contract-300-76-0065

Note-113p.

Available from-The Rand Corporation, 1700 Main St., Santa Monica, CA 90406 ($5.00)

Pub Type- Reports - Evaluative (142)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Disabilities, *Educational Cooperation, *Educational Legislation, Elementary Secondary Education, *Federal Programs, *Program Evaluation, *Program Improvement

An investigation of the interrelationships and functioning of federal programs aiding the education of handicapped children and an evaluation of possible program improvement is presented. An introductory section discusses the purpose and scope of the study, the approach used, and information sources. Section 2 provides a general discussion of alternative federal roles and functions, along with the rationales for each alternative. In Section 3 a discussion of each federal program and its role is presented, including such programs as Head Start, Centers and Services for the Deaf/Blind, and Regional Postsecondary Education. The final section examines policy options for making improvements in the federal programs. Among suggestions are an increase in educational legislation (e.g., P.L. 94-142, the Education for All Handicapped Children Act) funding; consolidation of certain federal demonstration projects; and a shift in the emphasis of the federal special education Personnel Preparation program toward inservice training. (PHR)

ED 185 809 FL 011 057

*Hernandez, Rafael And Others*

**A Manual for Community Representatives of the Title VI Lau Steering Committee.**

San Diego State Univ., Calif. Inst. for Cultural Pluralism.
Pub Date-Sep 76
Note-112p.
Available from-Institute for Cultural Pluralism, 55441/2 Hardy St., San Diego, CA 92182 ($2.59)
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-*Bilingual Education, Civil Rights, Compliance (Legal), Court Litigation, Curriculum Development, Elementary Secondary Education, *English (Second Language), *Language Aptitude, Low Achievement, *Master Plans, *Multicultural Education, *Non English Speaking, School Community Relationship, School Districts, Spanish Speaking, Student Evaluation, Teacher Improvement, Technical Assistance
Identifiers-Civil Rights Act of 1964 Title VI, Lau v Nichols

This manual deals with the Lau Center's technical assistance approach for assisting school districts in their efforts to develop an educational master plan to meet compliance guidelines of Title VI of the 1964 Civil Rights Act as it pertains to limited or non-English-speaking students. The following areas are addressed: (1) impact of Lau v. Nichols'' decision on community/parent involvement in an educational master plan, (2) the direct effect of the decision on school districts, (3) minimal Lau remedies, (4) what school districts need to do to comply with the remedies, (5) Lau Centers, (6) the San Diego Lau Center's position on bilingual/bicultural education, (7) the technical assistance process of the San Diego Lau Center, (8) the purpose of Title VI Lau Steering Committee, (9) selection and responsibilities of steering committee members, and (10) community workshop case studies. The case studies are designed to aid in the development of a comprehensive educational master plan. The following areas are discussed: noncompliance, student language determination, curriculum development, staff development, counseling and guidance, community relations, and administrative reorganization. (SW)

**Workplaces and Classrooms: A Partnership for the 80's. The Vice President's Task Force on Youth Employment (Baltimore, Maryland, September 26-27, 1979).**

Spons Agency-Office of the Mayor, Baltimore, Md.; Office of Youth Programs (DOL), Washington, D.C.
Pub Date-Sep 79
Note-170p.; Not available in paper copy due to light type.
Pub Type- Collected Works - Proceedings (021)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Agency Cooperation, Community Involvement, Conference Proceedings, *Disadvantaged Youth, *Education Work Relationship, Employment Opportunities, Employment Problems, *Employment Statistics, Job Training, *School Community Relationship, Unemployment, Vocational Education, *Youth Employment, *Youth Programs

Included in this document are the proceedings from a conference on Youth Employment held September 26-27, 1979, in Baltimore, Maryland. This report is divided into the following four sections: conference agenda; conference papers; symposia outlines of conference sessions; and selected youth statistics. The following conference papers comprise the major portion of this report. Interagency Collaboration in Education and Work Programs; Involving Schools in Employment and Training Programs for Youth; The Universe of Need for Youth Employment; Practical Alternatives for Educating the Poor; and Community-Based Policy Position and Recommendation to the President's Task Force on Youth Employment. (BM)

ED 185 298 CE 024 633

*Prey, Phillip O.*

**A Comparative Analysis of the Student/Subject Orientation of ABE Teachers in West Virginia.**

Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.

Note-36p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Adult Basic Education, *Adult Educators, Comparative Analysis, *Personality Traits, *Student Teacher Relationship, *Teacher Attitudes, Teacher Characteristics, *Teacher Orientation

Identifiers-Professional Activity Inventory, *West Virginia

A study was conducted to (1) establish the subject or student orientation of adult basic education (ABE) teachers and non-ABE teachers in West Virginia and (2) identify the degree to which certain biographical and educational characteristics may be related to their orientation. Data for the study were based on responses of forty-one ABE instructors and ninety-eight non-ABE instructors who were given the Professional Activity Inventory for College Teachers. Findings of the study indicated that the group of ABE teachers are no more student-oriented than the group of non-ABE teachers. Single non-ABE teachers were found to be significantly more student-oriented than single ABE teachers. (Summary data tables are appended.) (LRA)

ED 185 432 CG 014 239

*Bean, Joan P. Wolfman, Brunetta R.*

**Superwoman: Ms. or Myth. A Study of Role Overload. A Report to the National Institute of Education.**

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 79

Grant-G-78-0143

Note-87p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Administrators, *Employed Women, *Females, Goal Orientation, *Identification (Psychology), Research Projects, Responses, *Role Conflict, Role Perception, *Self Concept, Sex Role, Social Differences, Social Environment, Stress Variables, *Success

Identifiers-*Dual Careers

Although some social scientists have recognized the conflict and duality of career and family roles, few researchers have examined the consequences of balancing working women's multiple roles. Studies reveal that professional men and women appear to comprehend the meaning and implications of the Superwoman,'' a woman caught in the triple bind of the needs and demands for achievement, personal satisfaction, and family commitments. The accumulation of roles women take on as life alternatives increase constitutes barriers to occupational success. Women administrators in higher education (N 68) described a Superwoman,'' and then indicated how they coped with anxiety, stress, tension and time management. Many of their perceptions, ideas, strategies, background ideologies and family relationships were similar across the three age groups surveyed. Activity patterns were characterized by a type of cooperation, team effort, creativity and concentration which facilitated the development of leadership characteristics. The composite Superwoman'' shows ego strength; self confidence necessary to maintain and balance multiple roles; poise; and social responsiveness. (Author/BMW)

ED 185 523 CS 005 387

*Kossack, Sharon And Others*

**How to Reduce Vocabulary Interference in the Content Areas.**

Pub Date-Feb 80
Note-7p.; Paper presented at the Annual Meeting of the Southeastern Regional Conference of the International Reading Association (5th, Nashville, TN, February 6-9, 1980).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Content Area Reading, Higher Education, Readability, Secondary Education, *Semantics, *Teaching Methods, *Vocabulary, *Vocabulary Development, Vocabulary Skills, *Word Study Skills

Content area teachers should be aware of the five levels of vocabulary with which their students must cope. The five levels include standard words at the least complex level, transitional terms that have different meanings in the content area than in standard usage, technical terms specific to the subject area, changeable terms (similar to transitional terms) whose meanings change even within the content area, and phrases appearing in adjective-noun structures yet conveying meaning only as a unit. These five types of vocabulary can be taught at three instructional levels: the specific level of rote memory, the functional level that involves paraphrasing, and the conceptual level that introduces categories and analogies. Research has shown that teachers using only exercises at the specific level will inhibit vocabulary development beyond simple rote memory; so teachers need to vary instruction with specific, functional, and conceptual learning tasks in order to stimulate meaningful student vocabulary development. Teachers can also apply the levels of vocabulary and the criteria for vocabulary instruction as taxonomies for studying the readability of materials and for preparing, evaluating, and discussing instructional materials and objectives. (RL)

*Jain, Nemi C., Ed.*

**International and Intercultural Communication Annual, Volume V, December 1979.**

Speech Communication Association, Falls Church, Va.

Pub Date-Dec 79

Note-148p.

Available from-Speech Communication Association, 5105 East Backlick Rd., Annandale, VA 22003 ($7.50, 10% discount for SCA members)

Pub Type- Collected Works - General (020) - Information Analyses (070)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-*Communication (Thought Transfer), Communication Problems, Cross Cultural Studies, Cultural Differences, *Cultural Influences, *Cultural Interrelationships, Foreign Countries, Inservice Teacher Education, Interaction, *International Studies, Mass Media, Organizational Communication, Racial Relations, Research, Teacher Attitudes

Identifiers-Communication Research, *Intercultural Communication

Designed as a forum for the exchange of ideas concerning international and intercultural communication, this annual volume covers a variety of topics. Its eight articles discuss taxonomies for planning intercultural communication, a systematic framework for analyzing intercultural communication, culture and communication in the modern Japanese corporate organization, the effects of inservice training on teachers' attitudes toward cultural diversity, gaze behavior in interracial and intraracial interactions, an analysis of the Puerto Rican political campaign of 1940, the effects of cultural factors on mass communication systems, and career preparation in intercultural communication. The volume also contains a state-of-the-art study of intercultural communication, reviews of recent literature, and a cumulative index to articles and reviews published in the first five volumes of the Annual.'' (FL)

*Morberg, Kendra*
**Who Is Gifted? Oregon Series on Talented and Gifted Education.**
Northwest Regional Educational Lab., Portland, Oreg.; Oregon State Dept. of Education, Salem. Office of Talented and Gifted Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-G007800756
Note-29p.; For related information, see EC 123 522-531.
Available from-Office of Marketing, Northwest Regional Educational Laboratory, 710 S.W. 2nd Ave., Portland, OR 97204 ($2.95 each; $26.55 for the full set)
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Gifted, *Informal Assessment, *Parent Role, *Screening Tests, Student Characteristics, *Talent, *Talent Identification
Identifiers-Parent Resources

Intended for parents, the booklet (part of a 10 booklet series on talented and gifted education) discusses the identification of gifted and talented children and offers general information on their development. Giftendess and talent are defined, and some guidelines for parents' identification of giftedness and talent are presented, focusing on such areas as dramatic and representational play, humor, reading, vocabulary, abstract thinking, and peer relationships. The identification process is examined in terms of testing, teacher observation, and parent identification. Parents' and children's rights are also considered. A bibliography is presented, along with a list of sources of information on the talented and gifted. Also provided are descriptions of common identification tools and a sample copy of the Boyd Developmental Progress Scale. (DLS)

ED 185 260 CE 024 470

*Kreps, Alice Roelofs*
**Metro College for Living. Workshop Packet.**
Metropolitan State Coll., Denver, Colo.
Pub Date- 77
Note-127p.; For related documents see CE 024 471-488 and CE 024 490-493. Some small print may be marginally legible.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-*Adult Education, Assertiveness, Classroom Techniques, Courses, *Curriculum Development, Daily Living Skills, *Developmental Disabilities, Institutionalized Persons, Instructional Materials, Lesson Plans, Lifelong Learning, *Normalization (Handicapped), Rehabilitation, Residential Programs, Socialization, Teacher Developed Materials, *Teaching Methods, Volunteers, *Volunteer Training, Workshops
Identifiers-College for Living, Metropolitan State College CO

This packet contains information and materials for conducting a training workshop for working with adults who are developmentally disabled. The materials are specifically designed to train volunteer teachers in the College for Living (CFL) program, which supplements residential programs in and around Denver and aids institutions in orienting institutionalized persons to eventual integration into the community. Following a workshop agenda (section 1), section 2 provides job descriptions of CFL staff. Section 3, Requirements for Teaching in the CFL, contains a list of requirements, sample instructor materials, and management and first aid suggestions. The fourth section briefly discusses the history, present, and future of developmental disabilities. A list of definitions and a series of articles comprise section 5, on definitions and philosophies. The largest section, section 6, deals with teaching materials and techniques. It contains model lesson plan formats and articles on curriculum development, learning theory, instructional material selection and adaptation, instructional and performance objectives, role play, teaching reading to adults, classroom management, and teaching strategies and methods of instruction. Section 7, Taking Care of You, The Volunteer, includes

materials dealing with assertive behavior and management skills. (A curriculum guide for fourteen courses and individual course guides are available separately. See note.) (YLB)

ED 185 319 CE 024 773

*Norwood, Vera*

**How Women Find Jobs: A Guide for Workshop Leaders.**

New Mexico State Commission on the Status of Women, Albuquerque.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-79
Note-296p.
Available from-edc/weeap distribution center, 39 Chapel St., Newton, MA 02160 ($5.50).
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Adults, Career Education, Displaced Homemakers, Employment Opportunities, Employment Potential, Females, Job Applicants, *Job Search Methods, Job Skills, Postsecondary Education, Program Administration, Program Guides, Psychological Needs, Reentry Workers, *Womens Education, *Workshops

This guide provides administration and teaching materials for use in organizing and conducting workshops intended to provide job-finding techniques and emotional support for women entering and re-entering the work force. Suggestions are made for assessing the employment situation in the community, the workshop, and finding potential students. Major activities included focus on identifying job skills and assessing job readiness, writing a resume, applying for a job, interviewing, and coping with both work and home life. Each of ten chapters deal with a specific workshop topic; each chapter contains an overview of the subject matter for the instructor, activities to enhance preworkshop preparation, and suggested workshop activities, including time and materials needed and suggested approaches to each topic. A Spanish translation of each activity is also included. Appended are model lesson plans, information on financial aid, and a Spanish/English glossary. (MEK)

ED 185 456 CG 014 303

*Chandras, Kananur V.*

**Patterns of Black Graduate Students' Concerns in a Black College.**

Pub Date-Jan 80
Note-32p.
Pub Type- Reports - Research (143) - Information Analyses (070) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Black Students, Expectation, Failure, *Goal Orientation, Individual Development, *Individual Needs, *Occupational Aspiration, Self Concept, *Student Attitudes, Success, Surveys

Black graduate students (N 30) in a predominantly black state college in the southern part of the United States were surveyed regarding their personal aspirations and personal concerns. The aspirations of these black graduate students revolve around employment, a decent standard of living, owning a house, and having modern conveniences. Aspirations less typically mentioned include self-development or self-improvement and acceptance by others. Ill-health, accident, or death are the major forces identified as having a possible disruptive influence regarding attainment of aspirations. Several students mentioned a belief that benefits to be derived from their education would be enhanced if they did not have pressing financial problems. Additionally, they believed many operations of the college were decided in favor of administrative convenience rather than for the benefit of students. (Author)

ED 185 501 CS 005 353

*Tadlock, Dolores Fadness*

**Cognitive Structures and Learning to Read: An Analysis from Piagetian Perspectives.**

Pub Date-Feb 80

Note-10p.; Paper presented at the Annual Meeting of the International Interdisciplinary UAP-USC Conference on Piagetian Theory and the Helping Professions (10th, Los Angeles, CA, February 1-2, 1980).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Beginning Reading, Cognitive Development, *Cognitive Processes, Concept Formation, *Developmental Stages, Learning Theories, Prereading Experience, Preschool Children, Reading Readiness, *Reading Skills

Identifiers-*Piaget (Jean)

Jean Piaget's theory seems to lend support to reading specialists who believe that concrete operational thought constitutes a necessary and sufficient condition for learning to read. Preoperational children cannot deal with the complex relationships inherent in reading because they are tied perceptually to the immediate situation or representations of past perceptual situations. They cannot make mental comparisons or explore the similarities and differences in previous cognitive encounters. In situations when relationships are not perceptually apparent but must be seen'' through reason, preoperational children are at a loss. Even though the preoperational child has the symbolic function, it must be remembered that symbols are a part of functioning and therefore cannot go beyond the level of that functioning. Briefly, symbols are meaningful only if the individual has an operative scheme into which the symbol is assimilated. Before schemes are operational, symbols can do no more than reflect reality and the reality reflected is devoid of multiple characteristics and complex relationships. The reality of print, however, is one of complex multiple relationships. It

is therefore not surprising that preoperational thinkers are likely to have difficulty in learning to read. (Author/FL)

ED 185 546 CS 205 450

*Russo, David J.*

**The Origins of Local News in the U. S. Country Press, 1840s-1970s. Journalism Monographs Number 65.**

Association for Education in Journalism.

Pub Date-Feb 80

Note-49p.

Available from-AEJ Publications Manager, School of Journalism and Mass Communications, University of Minnesota, Minneapolis, MN 55455 ($2.50)

Pub Type- Historical Materials (060)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-History, Information Sources, *Journalism, *Newspapers, *News Reporting, *News Writing, *Rural Areas, Sociocultural Patterns, *United States History, Volunteers

Identifiers-*Nineteenth Century

The origins of local news in the United States country press between the 1840s and 1870s are discussed and traced in this monograph. Specifically, it deals with why local news reporting in standardized form began when it did, who provided the news, and what the news items revealed about the patterns of life in rural areas and towns in the United States. It notes that although local news columns were a regular feature of the eighteenth century English provincial press, they became a standard part of American newspapers later and only gradually over a long period of time, appearing occasionally in the 1840s, especially in the cities; somewhat more regularly in tbe 1850s; and typically by the 1860s and 1870s. An analysis is provided of the writing of two volunteer reporters who wrote under the pseudonyms of Shears'' in the 1840s and Pocumtuck,'' following the Civil War, about local occurrences in South Deerfield, Massachusetts. The monograph notes that volunteer local reporters tended to write descriptive reports with little analysis of the events. (MKM)

ED 185 569 CS 205 484

*Flynn, Elizabeth A.*

**Reading Theory and the Basic Writer.**

Pub Date-Mar 80

Note-8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Basic Skills, Higher Education, Low Achievement, Programed Instruction, Reading Comprehension, *Reading Improvement, Reading Material Selection, *Reading Programs, *Remedial Programs, Research Needs, Silent Reading, *Sustained Silent Reading, Writing (Composition), Writing Instruction, *Writing Skills

Students in college basic skills programs will become more proficient writers not simply by being taught specific writing strategies, but also by greater exposure to the total linguistic system through reading. In the first of two reading projects initiated in an Ohio State University basic skills program, eight students participated voluntarily in weekly two-hour sustained silent reading sessions and kept journals of their reading responses. Although the students had great difficulty selecting appropriate texts, two students eventually found appropriate books and increased their reading comprehension scores dramatically during the ten-week project. In the second project, students were required to spend one hour per week in a reading laboratory, reading from a programed text and answering questions about their reading. The results of this project were encouraging, especially the gains made in reading comprehension skills. Neither project was designed to measure improvement in writing skills; but in any case, the benefits derived from sustained silent reading involve a familiarity with linguistic structures, and reading should not be expected to affect writing directly. There is a need for reading programs for basic writers and for research into the relationship between reading and writing. David Bartholomae's research in this area suggests that work in reading affects basic writers' performance in writing. (GT)

*Punzo, Richard A., Jr. Caetano, Anthony P.*

**A Full Service Model for Implementing PL 94-142: A TEAM Planning Approach.**

Pub Date-Apr 80
Note-12p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Miami Beach, FL, April 19-23, 1980).
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Delivery Systems, *Disabilities, *Educational Planning, Elementary Secondary Education, Federal Legislation, Management Teams, *Models, Needs Assessment, *Program Development, School Districts, Special Education
Identifiers-Education for All Handicapped Children Act, *Individualized Education Programs

Recent federal and state laws and regulations mandate new and increased services for handicapped students served by local school districts and educational service agencies. Public Law 94-142 requires that free appropriate educational programs be provided for all handicapped children. To react appropriately to both federal and state mandates and to meet the demand for new and changing programs, local education agencies must initiate effective planning for implementation of full services for handicapped students. The model described in this speech, Team-Management Decision-Making for Educators and Administrators to Meet Special Education Mandates (TEAMS), is currently being utilized in over 40 districts in four states. Outlined in this speech are characteristics of groups that should be represented on the local planning TEAM, and procedures for developing a full service delivery system. (Author/MLF)

ED 185 787 EC 124 052

**The Community Imperative: A Refutation of All Arguments in Support of Institutionalizing Anybody because of Mental Retardation.**

Syracuse Univ., N.Y.
Pub Date-79
Note-9p.
Available from-Center on Human Policy, Syracuse University, 216 Ostrom Ave., Syracuse, NY 13210
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Community Programs, *Deinstitutionalization (of Disabled), *Institutionalized Persons, Literature Reviews, *Mainstreaming, *Normalization (Handicapped), *Severe Mental Retardation

The document cites research to support the viewpoint that community integration is preferable to institutions for the severely and profoundly mentally retarded. Refuted are such arguments against deinstitutionalization as that retarded people should be segregated, that institutions are a more efficient and less expensive way to provide services, and that some people are so retarded they cannot benefit from educational programing. (SBH)

ED 185 279 CE 024 490

*Kreps, Alice Roelofs Dreith, Rita Vallero*
**Community Living Skills Guide: Traveling II.**
Metropolitan State Coll., Denver, Colo.
Pub Date- 76
Note-17p.; For related documents see CE 024 470-488 and CE 024 490-493.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Adult Education, Behavioral Objectives, *Bus Transportation, Class Activities, Course Descriptions, Curriculum Guides, Daily Living Skills, *Developmental Disabilities, Guidelines, Individualized Instruction, Institutionalized Persons, Learning Activities, Lesson Plans, *Map Skills, *Normalization (Handicapped), Rehabilitation, Residential Programs, Teaching Guides, Transportation, Travel, *Travel Training
Identifiers-College for Living, Metropolitan State College CO, *Walking

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, Traveling II. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. Goals for the course are for the student to gain confidence in using public transportation and to develop confidence in self as a resource. More specific objectives include the student's (1) riding a bus to a given point independently, (2) following a map to a given point, and (3) showing steps needed to take a bus by demonstration. Contents include an evaluation tool and outlines with suggested activities, discussions, and field experiences and trips for the twelve steps in this course: skills needed to ride a bus, methods of transportation, on a bus, review, how to find your way, reading maps, common sense rules, expand and explore, walking, walking and using a map with teacher, going for a walk with friends, and going by bus alone. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See Note.) (YLB)

ED 185 338 CE 024 818

**Industrial Arts Education Competency Catalogs for Metals Technology, Woods Technology, General Industrial Arts, Industrial Crafts.**

Old Dominion Univ., Norfolk, Va. Dept. of Industrial Arts Education.
Spons Agency-Virginia State Dept. of Education, Richmond. Trade and Industrial Education Service.
Pub Date-79
Note-294p.; For related documents see CE 024 815-817.
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Directories/Catalogs (132)
**EDRS Price - MF01/PC12 Plus Postage.**
Descriptors-Competence, Competency Based Education, Handicrafts, *Industrial Arts, Metal Working, *Minimum Competencies, Secondary Education, *Skill Analysis, Skill Development, Teaching Guides, Woodworking
Identifiers-Virginia

Four competency catalogs of tasks for industrial arts programs are presented. These include catalogs in Metals Technology, Woods Technology, General Industrial Arts, and Industrial Crafts. The purpose of each catalog is to establish a basis for program content selection and criterion levels from which one may measure to see if individual learners have achieved minimal competence. Each catalog begins with an introduction, format description, course description, course goals, and suggested topical outline. The remainder of the catalog is comprised of task statements. Each task follows a typical format that includes the following sections: (1) Area of Competence, which identifies the industrial arts course for which the task was prepared; (2) Content/Concept, which identifies the sub-area with which the particular task is associated; (3) Task, which identifies the knowledge, skills, or attitudes that the learner should possess after instruction; (4) Criterion Referenced Measure, which provides the means of determining whether the learner can successfully perform the task; and (5) Performance Goals, which identifies sub-tasks that lead to the development of the knowledge, skills, and attitudes identified in the task. (LRA)

ED 185 376    CE 024 967

*Brower, Sally M.*

**Effective Mechanisms for Facilitating Coordination of Vocational Education Programs with the Youth Employment and Demonstration Projects Act of 1977. Final Report.**

Conserva, Inc., Raleigh, N.C.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.--498AH80004
Pub Date-Mar 80
Contract-300-78-0583
Note-44p.; For related documents see ED 181 301 and CE 024 968-971.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors *Coordination, Demonstration Programs, *Employment Programs, Federal Legislation, Federal Programs, Information Dissemination, *Methods, Program Descriptions, *Program Effectiveness, Program Evaluation, Program Improvement, School Business Relationship, Success, *Vocational Education, Youth Employment, Youth Programs

A study was conducted to analyze effective mechanisms for facilitating coordination of vocational education programs with programs conducted by prime sponsors under the Youth Employment and Demonstration Projects Act of 1977. The project goal was to identify, describe and analyze such mechanisms and to disseminate the results to a nationwide audience. Over 140 programs with exemplary coordination mechanisms were nominated for the study. Analysis of these programs showed the following: vocational education involvement ranged from a limited contractual agreement to deliver services to a full partnership of vocational education and the prime sponsor in planning and service delivery; vocational skills training was made available to Comprehensive Employment and Training Act (CETA) youth on an extended day basis, in regular programs, and in alternative settings; and cooperative vocational education work experience models helped to facilitate the awarding of academic credit. Two regional workshops were held to convey results and provide participants with opportunities to discuss the problems and strategies for coordination. Workshop evaluation results supported the recommendation that state Vocational Education Agencies and state Employment and Training Councils use coordination funds to support similar small workshops in state and local areas. It was recommended that Congress consider passage of a comprehensive youth education and employment act which rationally allocates responsibilities between education and prime sponsors. (Author/BM)

ED 185 413 CE 025 147

# Guidelines for the Creative Use of Biased Materials in a Non-Biased Way.

Women on Words and Images, Princeton, N. J.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-79
Contract-300-76-0460
Note-10p.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Guidelines, *Instructional Materials, Language, *Sex Bias, Sex Role, Sex Stereotypes, Teaching Guides, Teaching Methods, *Vocational Education

Intended to aid vocational education teachers in recognizing and dealing with sex biases contained in classroom materials, guidelines are offered to help the teacher deal with sexist language, roles, portrayal of personal traits, and illustrations. It is suggested, for example, that teachers point out sex-biased statements and discuss with students the perceptions they evoke or discourage. Guidelines for dealing with sex biased language deal with masculine generic forms and pronouns, gender nouns that denote occupations, inconsistencies, disparaging words (e.g., the cute secretary''), and avoidance of reference to gender. Suggestions for dealing with roles address the topics of stereotypical occupational roles, inconsistencies in presenting occupational roles, leadership roles, tokenism, and social roles. Biased portrayal of physical attributes and personal traits are discussed as are omissions, subordinate roles, tokenism, and physical portrayals in illustrations.

(MEK)

*Meese, George P. E.*
**Creating a Reason to Write: Dynamic Communication Exercises for Professionally-Oriented Students.**
Pub Date-Mar 80
Note-10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Higher Education, *Language Skills, Listening Skills, *Professional Education, Program Descriptions, Reading Skills, Speech Skills, *Student Motivation, Student Needs, Teaching Methods, Technical Writing, *Writing (Composition), *Writing Instruction

College students who have clear goals for careers in engineering, management, law, medicine, and teaching have a pressing need to become proficient in writing, speaking, listening, and reading. While they should continue the reading and analysis of imaginative literature that they began in high school, they should also develop their latent powers in the other dimensions, especially listening and speaking, and should learn the basic techniques and subtleties of professional writing and reading as well. Exercises that combine as many of the four skills as possible have proven to be both well-liked by students and very efficient in increasing overall mastery of language skills. Two typical assignments interviewing and abstracting illustrate how the student is required to produce coherent, useful communication using several skills in conjunction. Success of the pedagogy is shown by growth in syntactic maturity, organization, emphasis, documentation, and student confidence. (Author/FL)

ED 185 634 CS 502 908

*Wiseman, Richard L.*

**Functional Systems and Culturally-Determined Cognitive Differences.**

Pub Date-Feb 80

Note-22p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Portland, OR, February 16-20, 1980).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Behavior Patterns, *Cognitive Processes, *Cognitive Style, *Communication (Thought Transfer), Cross Cultural Studies, *Cultural Differences, Learning Modalities, *Perception, Research Needs, Social Influences, Theories

Identifiers-*Cross Cultural Communication, *Luria (Alexander)

Noting that one means of better understanding the nature of cultural differences is to elucidate the cognitive differences between members of differing cultures, this paper examines Alexander Luria's sociohistorical theory of functional cognitive systems. The paper first describes Luria's notion of functional systems, the crux of which postulates an interdependent, processual relationship between cognition and social interaction. It next integrates this notion with current empirical research on perception. Finally, it presents implications for future research on cross-cultural communication based on this theoretical and empirical work. (FL)

ED 185 656 EA 012 585

*Cook, Joyce*

**Administrative Improvement Activity in the Area of Eliminating Sex Bias and Sex-Role Stereotyping.**

Pub Date-15 Feb 78

Note-390p.; Introductory Practicum, Nova University.

Pub Type- Reports - Evaluative (142) - Dissertations/Theses - Practicum Papers (043) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC16 Plus Postage.**

Descriptors-Elementary Secondary Education, Equal Education, Evaluation Criteria, Federal Programs, Inservice Education, *Program Administration, Program Evaluation, *Sex Bias, Sex Discrimination, Sex Role, *Sex Stereotypes, *Supervision, Test Construction, Vocational Education

Identifiers-Program Monitoring

The goal of this program was to improve the monitorship of sex bias and sex-role stereotyping in a federal educational program. A federally-supported vocational education program was chosen as the target of the project. The project improved the monitoring of the program by (1) identifying the potential criteria to be used in eliminating sex bias, (2) formulating an instrument to be used by program monitors, (3) providing inservice training for project officers in the use of the instrument, and (4) evaluating the extent to which monitorship in the program improved as a result. The evaluation of the effectiveness of the project was based on an analysis of the content of site visit evaluation reports of project monitors over a 30-month period. The evaluation revealed that the overall quality of monitoring for sex bias and sex-role stereotyping improved significantly in the vocational demonstration program. (Author/JM)

*Pelavin, Sol H. And Others*

**Hypotheses About the Successes of the Fund for the Improvement of Postsecondary Education.**

NTS Research Corp., Durham, N.C.
Spons Agency-Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.
Pub Date-Apr 80
Contract-100-80-0128
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). For related documents, see EA 012 610-611.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Equal Education, *Federal Programs, Postsecondary Education, *Program Effectiveness, Program Evaluation
Identifiers-*Fund for Improvement of Postsecondary Education

The purpose of this paper, one of three related documents, is to present hypotheses about the causes for the success of the Fund for the Improvement of Postsecondary Education. The fund's success is demonstrated by the following achievements, all discussed indepth: diversity among the fund's applicants and grantees, multidimensional

projects, effects beyond the host institution, and continuation and institutionalization after the Fund's support ended. The paper's final section discusses hypotheses about the fund's overall success as a federal agency. (Author/LD)

ED 185 765 EC 123 920

*Ysseldyke, James E., Ed. Mirkin, Phyllis K., Ed.*
**Proceedings of the Minnesota Roundtable Conference on Assessment of Learning Disabled Children.**
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report NO.-IRLD-Mono-8
Pub Date-Apr 79
Contract-300-77-0491
Note-159p.; See also EC 123 901-925.
Pub Type- Information Analyses (070) - Collected Works - Proceedings (021)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-*Decision Making, Elementary Secondary Education, Evaluation Methods, Intervention, *Learning Disabilities, *Program Evaluation, *Student Evaluation, Student Placement

Proceedings from the Minnesota Roundtable Conference on Assessment of Learning Disabled children include two major presentations reviewing research and reactions to those presentations from conference participants. J. Ysseldyke's presentation Psychoeducational Assessment and Decision Making'' reviews basic considerations underlying his research on the assessment-intervention process; describes some of the issues involved (such as definitional debates, use of tests for purposes other than those for which they were intended, and questions regarding the tests' technical adequacy); and outlines six areas of research (including computer simulation studies and ecological research on placement team decision making). Reactions to the paper are given by B. Keogh, L. Goodman, and R. Woodcock. Discussion highlights on the topic follow. In the second major presentation, Behavioral Research Methodology as a Basis for the Formative Evaluation of Learning Disability Services,'' S. Deno outlines background factors and assumptions of a 3 year study on the effectiveness of teacher implemented systematic formative evaluation. T. Lovitt, P. Newcomer, and J. Jenkins provide reactions, with highlights of the discussion included. A summary of discussion comments concluding the conference is also provided. (CL)

**Equal Opportunities for Women.**

Organisation for Economic Cooperation and Development, Paris (France). Directorate for Manpower and Social Affairs.
Pub Date-79
Note-221p.; Not available in paper copy due to thin, small type.
Available from-OECD Publications, 2, rue Andre-Pascal, 75775 Paris Cedex 16, France ($10.00) Paris Cedex 16, France ($10.00)
Pub Type- Reports - General (140)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Cross Cultural Studies, Day Care Centers, Equal Education, Equal Opportunities (Jobs), *Females, *Flexible Working Hours, Foreign Countries, *Global Approach, *Labor Market, *Salary Wage Differentials, Womens Education
Identifiers-*Social Security

A study of the opportunities for women in member countries of the Organisation for Economic Cooperation and Development (OECD) is reported along with suggested policy directions for government programs. Focus is on identifying the gaps that have appeared or grown wider in recent decades between, on one hand, existing laws, policies, and institutions, and, on the other, the aspirations of women and the reality of their working lives. A chapter is devoted to each of the following topics: (1) consequences of growing participation and changing roles of women in the labor market, (2) the problems of achieving equality of pay and employment, (3) the influences of education and training, (4) flexibility of working time and child care arrangements for working parents, and (5) the evolution of social security legislation to deal in a consistent way with men and women. In the last chapter, the main trends of member countries are identified, and measures, programs, or policies which might help member countries towards the solutions of problems facing them are outlined. (MEK)

ED 185 299 CE 024 634

*Maley, Donald*

**Industrial Arts Puts the Whole Boy and Girl in the School in 1980.**

Maryland Vocational Curriculum Research and Development Center, College Park.
Note-28p.; Not available in paper copy due to colored paper.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Cognitive Development, *Experiential Learning, Humanistic Education, *Individual Development, *Individual Needs, *Industrial Arts, Industrial Education, *Multisensory Learning, Psychomotor Skills, Secondary Education

The holistic nature of the human experience and the reality of human functioning need to be considered by the industrial arts profession; an overemphasis on psychomotor functioning to the exclusion of affect and cognition, will ultimately win the profession neither acceptance nor effectiveness. The nature of learning involves a range of inter-related factors which tie in well with industrial arts activities, which by nature are also multi-sensory. Moreover, we know that personal outcomes are greatly enhanced when these experiences are first hand and actively experienced by the learner. Therefore, the industrial arts laboratory should be utilized not as a shop in which one makes things, but rather as a laboratory of diverse facilities associated with life, industry, and technology, functioning to serve as a living-learning environment for the development of the total person. The effective teacher attempts to establish connections or linkages between class or laboratory activities and individual student frames of reference. (Five recommendations are made as to how the profession can enhance the development of the whole person.) (MEK)

ED 185 395 CE 025 043

*Richardson, Patricia B. And Others*
**A Bibliography for Sex-Fair Vocational Education.**
Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.
Spons Agency-Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Pub Date-Aug 79
Note-120p.
Pub Type- Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Audiovisual Aids, Bibliographies, Books, Career Education, Careers, Citations (References), Doctoral Dissertations, Females, Guidance, Instructional Materials, Males, *Nondiscriminatory Education, *Nontraditional Occupations, Periodicals, *Reference Materials, Reports, *Sex Bias, Sex Discrimination, *Sex Fairness, Sex Stereotypes, *Vocational Education

This bibliography was compiled in an attempt to provide resources for vocational educators to use in understanding, interpreting, and incorporating methods for the total elimination of sex discrimination, sex bias, and stereotyping in their daily classroom activities. The bibliography is organized into eight topic areas: (1) Developing Sex-Fair Vocational Education, (2) Eliminating Sexism in Language and Instructional Materials, (3) How Sex Bias Affects Men, (4) Men and Women in Nontraditional Careers, (5) Reference Materials, (6) Sex Equality Organizations, (7) Sex Fair Counseling in Guidance and Career Education, and (8) Ways of Eliminating Sexism in Schools. Within each topic area, the entries are alphabetized by title under the following categories: audio-visuals, books, dissertations, periodicals, reports, and miscellaneous. The final section of the bibliography contains a list of publishers. (LRA)

ED 185 457 CG 014 305

**Alcoholism Prevention: Guide to Resources and References.**
National Clearinghouse for Alcohol Information (DHEW/PHS), Rockville, Md.
Report NO.-DHEW-ADM-79-886
Pub Date-79
Note-89p.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Adults, *Alcohol Education, Alcoholic Beverages, *Alcoholism, Annotated Bibliographies, *Legislation, Literature Reviews, *Prevention, Public Health, *Reference Materials, *Resource Materials, Students

This guide is intended as a compilation of literature pertaining to prevention of alcoholism from 1973 to the present, with the exception of a very few earlier, highly significnat documents. Materials cited were gleaned from searches of the National Clearinghouse for Alcohol Information database, Dissertation Abstracts, ERIC, Hazelden Foundation Alcohol Data Base, Magazine Index, Social Sciences Index, Reader's Guide to Periodical Literature, Psychological Abstracts, and materials from the Rutgers Center of Alcohol Studies. The categories referenced include the following: (1) history; (2) current policies and philosophies; (3) prevention programs; (4) highway safety and public health; (5) alcohol education; (6) training; (7) legislation and alcoholic beverage control (ABC); and (8) evaluation. A section on audiovisual and multimedia materials and information sources/organization is also provided as well as an author index. (Author/HLM)

ED 185 478 CG 014 376

*Hohenshil, Thomas H. Maddy, Carolyn*

**Exemplary Vocational Guidance Projects in Virginia. 1979-80 Project Abstracts.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Dept. of Education.

Spons Agency-Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date-80

Note-47p.

Pub Type- Reference Materials (130) - Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Career Guidance, Career Planning, Counseling Objectives, Demonstration Programs, *Disabilities, Employment Opportunities, *Guidance Programs, *School Business Relationship, *Sex Fairness, *Vocational Education

Identifiers-*Virginia

Thirty exemplary vocational guidance and counseling projects funded in Virginia through Title II (Vocational Education) are described. Ten of the projects were designed to increase sex equiity in vocational guidance, counseling and education programs. Eleven were designed to encourage business/guidance exchange of personnel and information. The remainder were developed to increase vocational guidance and counseling services for the handicapped. Each summary includes the project's objectives, methodology, and the name, address, phone number and institutional affiliation of the project director. (JAC)

ED 185 613 CS 502 876

*Hall, Robert N., Ed.*

**The Annual ACA Seminar on Assessment of Programs (7th).**

Association for Communication Administration, Falls Church, Va.

Pub Date-Apr 80

Note-98p.; Not available in paper copy due to small print. Best copy available.

Available from-ACA/SCA National Office, 5105 Backlick Rd., Annandale, VA 22003 ($5.00)

Journal Cit-ACA (Association for Communication Administration) Bulletin; Issue 32 Apr 1980

Pub Type- Collected Works - Proceedings (021) - Information Analyses (070)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Accreditation (Institutions), Departments, *Educational Assessment, *Evaluation Methods, Graduate Study, Higher Education, Institutional Administration, Program Administration, *Program Evaluation, *Retrenchment, Seminars, *Speech Communication, Speech Curriculum, *Standards

Originally presented at the November 1979 Association for Communication Administration (ACA) seminar, the articles in this journal issue discuss the assessment and accreditation of graduate programs in communication. The 14 articles examine the following topics: a proposed instrument for program quality assessment; the status of program evaluation and standards; program review in a new era; speech as a liberal study; the rhetoric of quality assessment; the dangers of imposing common minimum standards on all communication programs; the importance of disciplinary credibility and departmental power; a department head's experience in having his department evaluated; the evaluation of speech communication graduate programs; the procedures of one department evaluator; preparation measures necessary for a department scheduling an outside evaluation; methods a department can use to protect itself from discontinuance; the way decisions are made on who will be terminated; and how departments can survive a mandated cutback. Among other features, the journal includes reports on one of the seminar sessions and on the seminar as a whole, reviews of relevant books, and news briefs about items relating to communication administration. (GT)

ED 185 721 EC 123 531

*Ebeling, Alfreda*

**Counseling Your Gifted Child. Oregon Series on Talented and Gifted Education.**

Northwest Regional Educational Lab., Portland, Oreg.; Oregon State Dept. of Education, Salem. Office of Talented and Gifted Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-G007800756
Note-24p.; For related information, see EC 123 522-530.
Available from-Office of Marketing, Northwest Regional Educational Laboratory, 710 S.W. 2nd Ave., Portland, OR 97204 ($2.95 each; $26.55 for the full set)

Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Counseling, *Emotional Problems, *Gifted, Parent Child Relationship, *Parent Influence, Parent Participation, *Parent Role, *Talent
Identifiers-Parent Resources

Intended for parents, the booklet (part of a 10 booklet series on talented and gifted education) discusses how parents can counsel their gifted or talented child. Some tips for effective counseling are presented, focusing on such things as observation, listening, accepting, and making suggestions. The question of when a parent should counsel his or her gifted child is considered. Some helpful attitudes a parent can have toward giftedness are described, touching upon such issues as being different, the responsibility of using one's ability, and having others appreciate one's achievement. A list of sources of information on the talented and gifted is also provided. (DLS)

ED 185 742 EC 123 643

**Scripts for Preparing for a Hearing, Conducting a Hearing, Writing a Decision.**

National Association of State Directors of Special Education, Washington, D.C.

Pub Date-78

Note-23p.

Available from-National Association of State Directors of Special Education, 1201 16th St., N.W., Washington, DC ($125 set of 3 cassette tapes, slides, scripts)

Pub Type- Guides - Non-Classroom (055) - Non-Print Media (100)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Compliance (Legal), *Decision Making, *Disabilities, Due Process, Elementary Secondary Education, *Hearings, Instructional Materials

The text of three slide/tape presentations, designed as a media resource for trainers of hearing officers, or as self study modules by hearing officers, is presented. The first module focuses on some of the critical activities a hearing officer should complete in preparation to conducting a hearing. The second module discusses appropriate procedures for conducting a smooth hearing. The final module surveys the information to be included in a decision, and provides a format for writing a decision. Instructions for both automated and manual presentation of the materials are provided. (PHR)

ED 185 810 FL 011 058

**Birthplace and Language Characteristics of Persons of Chinese, Japanese, Korean, Pilipino and Vietnamese Origin in the United States: Spring 1976. National Center for Education Statistics Bulletin.**

National Center for Education Statistics (DHEW), Washington, D.C.
Spons Agency-Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Report NO.-NCES-79-144
Pub Date-21 May 79
Note-14p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Asian Americans, *Bilingualism, Census Figures, Chinese, Filipino Americans, *Geographic Location, Immigrants, Indochinese, Japanese, Korean, *Language Dominance, *Minority Groups, *National Surveys, Vietnamese

Data from the Survey of Income and Education, conducted nationwide by the Bureau of the Census and the National Center for Education Statistics, provided information on the birthplace and language characteristics of persons of Chinese, Japanese, Korean, Pilipino, and Vietnamese origin in the spring of 1976. The largest single group within this total identified itself as Japanese 620,000. Though they live in the United States, 57 percent of those studied were born in Asia. The Japanese contrasted sharply with the other groups, since nearly three-fourths of them were born in the United States. Two-thirds of the people studied lived in households in which Asian languages were spoken. A person's birthplace was related to his or her current language exposure and usage. Among U.S.-born Asians, excluding the Japanese, about three out of five lived in households in which Asian languages were spoken. In contrast, more than four out of five Asians born abroad lived in such households. Fewer than a third of U.S.-born Japanese lived in Japanese-speaking households, but nearly 7 in 10 foreign-born Japanese did so. (SW)

ED 185 357 CE 024 866

*Liggett, Twila Christensen And Others*

**The Whole Person Book: Toward Self-Discovery & Life Options**

Nebraska Commission on the Status of Women, Lincoln.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-79
Note-254p.
Available from-EDC/WEEAP Distribution Center, 39 Chapel St., Newton, MA 02160 ($5.25)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Adult Education, Attitude Change, Career Choice, Career Counseling, *Career Education, *Career Exploration, *Career Planning, Decision Making, Females, Instructional Materials, Interests, Job Skills, Learning Activities, Life Style, *Nontraditional Occupations, Secondary Education, Self Evaluation (Individuals), Sex Bias, *Sex Fairness, Teaching Guides, Values Clarification, Vocational Interests, *Womens Education

This resource book provides curriculum materials for increasing awareness of sex bias and promoting more positive attitudes and participation in sex-fair career education and counseling. The book provides information in four parts for facilitators (teachers, counselors, administrators, or parents) and learners (students, parents, school staff members, or school board members). In the first part, a facilitator's guide includes a nontraditional career/life planning quiz to assist in understanding the guide's intent and discusses the philosophy, methodology, and implementation of nontraditional career education. In the second part, student activities are organized around three major areas related to career exploration. Self-Exploration provides activities to help students explore personal values, interests, and talents influencing career choices. Decision Making activities provide opportunities for making simulated and actual decisions as participants examine various decision-making methods and their resulting outcomes. Life Planning activities encourage learners to match personal qualities with occupational skills, identify educational alternatives, and examine potential life styles relevant to career interests. Each activity is discussed in terms of goal, activity focus, directions for facilitators, and suggestions for learner discussion. The third section, Learner Materials, includes supplemental activities suggested for use with specific activities. Included in the fourth part, Resources, are an Attitudes Toward Nontraditional Careers scale, bibliography, and index. (YLB)

ED 185 433 CG 014 242

*Dede, Chris*
**The Next Ten Years in Education.**
Pub Date-Dec 79

Note-19p.; Paper presented at the Annual Conference of the World Future Society (2nd, Minneapolis, MN, October 18-21, 1979).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Education, Educational Attitudes, Educational Development, *Educational Trends, *Financial Support, *Futures (of Society), *Long Range Planning, Prediction, School Personnel, *Social Influences, State of the Art Reviews

A person's beliefs about the future are very powerful in shaping his or her actions. The issue of what image of the next 10 years is most appropriate for educators today can be examined metaphorically with differing visions of what education can become. By using a series of predictions and by consolidating forecasts from futures research, educators can image a set of likely developments in education's context over the next decade, including forecasts of economic, technological, demographic, cultural, and political change. Implications of these developments for educational equity and practice center on issues of educational finance, educational technology, disparity in educational settings, and retrenchment of traditional approaches to schooling. The responses educators can make to these forecasts of the future and the visions they evoke suggest that the 1980s may be a time of marked educational innovation, not for ideological reasons, but because of financial necessity. (Author/BMW)

ED 185 524 CS 005 390

*O'Connor, Marie E.*

**A Study of the Reading Preference of High School Students.**

Pub Date-80
Note-11p.

Pub Type- Information Analyses (070)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Adolescent Literature, *Adolescents, High School Students, Literature Reviews, *Reading Habits, *Reading Interests, Reading Material Selection, Reading Research, Secondary Education, *Student Motivation

This paper discusses the role of reading in the lives of high school students and discusses research that suggests ways to motivate adolescents to read. Research reviewed in the paper indicates that the major factors that influence adolescent reading are gender, age or maturity, intelligence, and socioeconomic background. The summary of the literature concludes that many of the problems in getting adolescents to read are still the same as in the past: other pressures on their time, difficulty in finding interesting material, and the encroachment of the media television in particular upon their reading opportunities. (MKM)

ED 185 547 CS 205 451

*Lawton, Stephen B. Currie, A. Blaine*

**Handwriting: I. Instruction in Handwriting in Ontario Schools; II. Handwriting: An Annotated Bibliography.**

Ontario Dept. of Education, Toronto.
Pub Date-80
Note-185p.
Available from-Ontario Government Bookstore, 880 Bay St., Toronto, Ontario, Canada M7A 1L2 ($5.00)
Pub Type- Reference Materials - Bibliographies (131) - Reports - Research (143)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors-Annotated Bibliographies, *Educational Attitudes, *Educational Research, Elementary Secondary Education, Foreign Countries, *Handwriting, *Handwriting Instruction, Handwriting Skills, *Teaching Methods, Teaching Styles
Identifiers-Ontario

This report provides details of a study conducted to learn how handwriting was being taught in Ontario (Canada) schools. The report is presented in two parts. Part one contains an introduction to the study, a review of the literature on handwriting, analysis of curriculum guidelines used by Ontario school boards, an examination of the methods of handwriting instruction used in Ontario classrooms, attitudes toward handwriting instruction, analysis of student handwriting samples, and a summary/conclusion. Part two is an annotated bibliography on the history of handwriting, its developmental aspects, methods of instruction, handwriting style, the evaluation of handwriting quality, lateralization of the brain, handedness,'' teaching handwriting to learning disabled children, general resources on handwriting instruction, and miscellaneous handwriting topics. Appendixes are also included, providing samples of materials used in the study, interview schedules, and a classroom observation checklist. (RL)

ED 185 635 CS 502 909

*Wagner, David L.*

**ERIC First Analysis: 1980-81 National High School Debate Resolutions (How Can the Interests of United States Consumers Best Be Served?).**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-400-78-0026
Note-95p.
Available from-Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 ($2.50; 10% discount for 10-49 copies; 20% discount for 50 or more copies)
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Advertising, *Consumer Protection, *Debate, Federal Legislation, *Federal Regulation, *Merchandise Information, *Persuasive Discourse, Public Agencies, Public Policy, *Safety, Secondary Education, Social Problems
Identifiers-*National High School Debate Resolutions

The five chapters of this book are intended to prepare high school debaters and their coaches for the efficient investigation of the 1980-81 High School Debate Problem Area and Resolutions. The first chapter contains an overview of the problem area consumer interests describing the basic concepts of regulation and risk, the definitions of the major terms (consumers, consumer interests), the various consumer protection strategies and agencies, and the sample solutions that are available. The next three chapters examine the debate resolutions: safety guarantees on consumer goods, the regulation of commercial advertising, and standards of testing/marketing for potentially carcinogenic substances. A final chapter reviews general procedures for researching the debate issues, suggesting references and indexes that provide or update information on the debate topics. A selected bibliography of books, government documents, and periodical information is included. (RL)

ED 185 701 EA 012 654

*Bell, Warren And Others*

**Report of the Annual Conference for Facilitators of Organization Development in Education (2nd, Eugene, Oregon, February 1-3, 1979).**

Oregon Univ., Eugene. Center for Educational Policy and Management.

Pub Date-Feb 79

Note-40p.; For a related document, see EA 012 655. Photos may not reproduce clearly.

Pub Type- Collected Works - Proceedings (021)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Conferences, Directories, *Organizational Development, School Districts

This paper includes presentations and discussions of the second annual conference for facilitators of organization development in education. Eighty persons attended the conference, held February 1-3, 1979, in Eugene, Oregon. Organization development is defined in this paper as a sustained effort at system self-study and improvement, focusing explicitly on change in formal and informal procedures, norms, or structures, using behavioral science concepts. The format of this report follows that of the conference, with summaries of panel presentations plus discussions of interest and application groups. A list of participants and their addresses and telephone numbers is included to help stimulate the networking and sharing that were goals of the conference. (Author)

ED 185 788 EC 124 085

*Friedl, Michael And Others*

**Increasing the Attending Behaviors of a Multi-Handicapped Learner Through the Functional Movement Training.**

Pub Date- 77

Note-11p.

Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Adults, *Attention, *Behavior Modification, Case Studies, Exceptional Child Research, *Movement Education, *Multiple Disabilities, Program Effectiveness, *Reinforcement, *Severe Mental Retardation, Training Methods

The study investigated the effects of the overcorrection procedure of functional movement training (in which praise and physical contact are offered for correct positions) on establishing and maintaining the visual attending of a multihandicapped, profoundly retarded learner (20 years old) in a public school program. The effectiveness of positive reinforcement was contrasted with the effectiveness of positive reinforcement plus functional movement training. The learner was required to maintain eye contact and visually attend for a specific period of time, for each condition of the study. However, in the positive reinforcement plus functional movement training condition, functional movement training was used as an additional consequence for incorrect responses to the verbal cue, Look at me.'' The results indicated that reinforcement alone was less effective than positive reinforcement plus functional movement training in increasing the attending behaviors of a multihandicapped learner. (Author/SBH)

ED 185 261 CE 024 471

*Kreps, Alice Roelofs Redden, Cora*

**Metro College for Living, Working Curricula, 1975-76. Ongoing Classes for Developmentally Disabled Adults in the Denver Area.**

Metropolitan State Coll., Denver, Colo.

Pub Date-Jun 75

Note-46p.; For related documents see CE 024 470-488 and CE 024 490-493.

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Adjustment (to Environment), *Adult Education, Aesthetic Education, Basic Skills, Citizenship Education, Course Content, *Course Descriptions, Courses, *Curriculum, *Daily Living Skills, *Developmental Disabilities, Experiential Learning, Family Life Education, Health Education, Homemaking Skills, Individualized Instruction, Individual Needs, Institutionalized Persons, Interpersonal Competence, Learning Activities, Leisure Time, Money Management, *Normalization (Handicapped), Objectives, Rehabilitation, Residential Programs, Safety Education, Self Concept, Sex Education, Socialization, Travel Training, Work Attitudes

Identifiers-College for Living, Metropolitan State College CO

This curriculum consists of fourteen courses based upon basic life problems which are designed to provide volunteers in the College for Living (CFL) program with materials to teach survival skills to developmentally disabled adults. CFL is intended to supplement residential programs in and around Denver and aid institutions in orienting institutionalized persons to eventual integration into the community. Each course consists of objectives, concepts, and appropriate activities for the volunteers to use. Management procedures for individualizing the curriculum include (1) pre-testing the students to determine the level at which they will enter the program, (2) selecting relevant materials for them at their individual levels to meet their needs, (3) post-testing, and (4) determining the level at which they will enter the next course. Topics for the courses include Keeping Healthy, Living Safely, Homemaking and Family Living, Understanding Oneself and Getting Along with Others, Understanding the Physical Environment, Appreciating and Creating Beauty, Being a Responsible Citizen, Leisure Time, Earning a Living, Traveling, Money Management, Human Sexuality, Communicating Ideas, and Field Trips and Extended Experiences. (A volunteer training workshop packet and individual course guides are available separately. See note.) (YLB)

ED 185 320 CE 024 774

**Continuing Education for Women. Administrator's Handbook.**

George Washington Univ., Washington, D.C. Coll. of General Studies.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-78

Note-111p.

Available from-edc/weeap distribution center, 39 Chapel Street, Newton, MA 02160 ($3.00).

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Administration, Administrator Guides, Career Development, Community Services, *Continuing Education, Counseling, Evaluation, *Females, *Higher Education, Program Development, *Womens Education

Designed for college and university administrators, guidance personnel, community organizations, women's centers, and women's studies programs, this administrator's handbook presents guidelines for establishing and structuring services to aid women in achieving personal, educational, and career goals. Specific sections of the handbook focus on overall administration, initiating and maintaining an effective counseling service, developing credit and noncredit programs to meet the special needs of women, and evaluating students and programs. The final section on community services explores ways of reaching the community with information and services to meet the needs of special groups. A bibliography, developmental organizational charts, and sample forms are included in an appendix. (LRA)

ED 185 414 CE 025 153

**Learning Opportunities for Adults. Volume III: The Non-Participation Issue.**

Organisation for Economic Cooperation and Development, Paris (France).
Pub Date-79
Note-210p.; For related documents see ED 145 076 and ED 149 056.
Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue, NW, Washington, DC 20006 ($12.50).
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Adult Education, Adult Programs, Attitude Change, Educational Attainment, *Educational Attitudes, Educational Planning, Enrollment Influences, Goal Orientation, Individual Needs, *Motivation, Motivation Techniques, Needs Assessment, *Nontraditional Education, *Participation, Recruitment, *Relevance (Education), Self Concept, Social Status, Socioeconomic Influences, Student Educational Objectives
Identifiers-Denmark, France, Italy, Netherlands, Spain, United Kingdom, United States

This collection of studies focuses on the problem of non-participation in adult education. The collection is the third of four volumes presenting general and national studies of issues, problems, and trends in adult education. (See Note for other volumes in the series.) The first study presented, Motivation and Participation with Special Reference to Non-Traditional Forms of Study, is a general analysis of the reasons for negative attitudes toward learning. It suggests that it might be possible to remove such attitudes by developing new types of learning situations. The next seven case studies explore the non-participation phenomenon in seven countries Denmark, France, Italy, the Netherlands, Spain, the United Kingdom, and the United States. Concluding the volume, two studies of attempts to appeal to particular groups are presented. Involving Industrial Workers in Post-Compulsory Education in Germany contains a global view of the problem of getting German industrial workers into adult education. A Case Study Based on an Urban Overspill Housing Estate is an evaluation of an educational program designed for people living on a housing estate in England. (YLB)

ED 185 502 CS 005 362

*Palmer, Princess A.*
**Teaching Reading to the Upward Bound Student.**
Pub Date- 78
Note-12p.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Attitude Measures, *Diagnostic Tests, *Disadvantaged Youth, Instructional Materials, Reading Attitudes, *Reading Diagnosis, *Reading Instruction, *Reading Materials, Secondary Education
Identifiers-*Upward Bound

Three steps in teaching reading to Upward Bound students are considered in this paper: individualized needs assessment, determination of students' attitudes toward reading, and the actual instruction. In discussing the diagnosis of students' individual needs, the paper describes the Nelson Reading Test and additional diagnostic tests that may be used. It then points to the importance of determining students' attitudes toward reading and discusses the Estes Attitude Scale, noting results obtained when it was administered to Upward Bound students at Florida Agricultural and Mechanical University. Finally, the paper observes that the actual instruction of reading may be conducted in a number of ways and that the selection of high-interest materials is very important to instruction. An appendix discusses various instructional materials and assesses their appeal and success with Upward Bound students. (Author/GT)

ED 185 570 CS 205 485

*DeBlois, Peter*

**Inventional Theory and Writing in the Content Areas in Freshman English.**

Pub Date-Mar 80

Note-12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-College Students, Creative Thinking, Discovery Processes, Educational Needs, Higher Education, Innovation, *Problem Solving, *Relevance (Education), *Rhetoric, *Writing (Composition), *Writing Instruction

Identifiers-Composition Process, *Invention (Rhetorical), *Writing across the Curriculum

The new trend in writing instruction is toward ``content area writing'' the rhetorical situations and composing problems that students will face in their non-English courses and in their professions. The focus of content writing instruction should be to prescribe the inventional techniques that are common to all forms of writing, and to survey the writing skills and structural constraints that are peculiar to the discourse of specific disciplines. Current writing theory suggests a number of inventional options and restrictions with which students must cope during their academic and professional careers. Reviewing this research will show teachers that rhetorical invention in the early stages of any composing process is important, and that problem solving is a skill generalizable to any kind of writing. The heuristics that apply to any given writing tasks can be evaluated for their transcendency, flexibility, and generative capacity. Structural consciousness awareness of the constraints that particular forms of writing place on the writer's freedom of invention is another factor that freshman composition students need to learn. These options and limitations are just a sampling of the things that content area writing classes must discuss. (RL)

ED 185 657 EA 012 586

*Tkach, Nick*

**Curriculums for a Pluralistic Nation.**

Pub Date- 79

Note-24p.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Acculturation, *Cultural Pluralism, *Curriculum Development, *Educational Philosophy, Elementary Secondary Education, Geography Instruction, History Instruction, Middle Class Standards, *Multicultural Education, Nationalism, School Role, Social Studies, Teacher Role

Identifiers-Alberta, *Canada

The influx of Eastern European immigrants during the nineteenth century in Canada elicited hostility and bigotry from the dominant population. Educators aimed for assimilation of immigrants into the mainstream of Canadian society and used the school curriculum to inculcate nationalism. Up to the 1940s and 1950s, Canadian history-education and social studies stressed the greatness of the British Empire. By the 1970s, the emphasis on chauvinism was replaced by indoctrination of minorities with middle class values. Today however, multicultural education is being supported by the federal government, and the provinces too are promoting cultural pluralism in education through programs like the Alberta People Program. As such programs are implemented, problems have arisen because the educational philosophy behind multiculturalism has not been clearly defined, study units are not based on a well-delineated theory of curriculum development, and teachers have been left out of the curriculum design. To rectify the situation, new directions in educational theory must be developed, and the role of the teacher in curriculum design must be expanded. Teachers involved in such pedagogical design must keep in mind the importance of continuity, interest, and activity. (Author/JM)

ED 185 679 EA 012 613

*Hillman, Larry W.*

**Educational Administration: The Development and Utilization of a Unified Knowledge Base.**

Pub Date-80

Note-5p.

Journal Cit-UCEA Review; v21 n1 p12-15 Win 1980

Pub Type- Journal Articles (080) - Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Administrator Education, *College School Cooperation, *Data Bases, *Educational Administration, Federal Aid, Higher Education, *Professional Education, Public Administration

Educational administration is an applied professional field that is more like medicine and law than it is like sociology or economics. However, education has struggled for years to take a broad and somewhat ill-defined field of endeavor and create a hard discipline. This attempt has helped separate the practitioner and the professor. Collaborative arrangements between university personnel and elementary and secondary school personnel would result in a data base that could improve the quality of educational research and lead to increased knowledge in the field. (Author/MLF).

ED 185 743 EC 123 644

Scripts for Individualized Assessment in Special Education National Association of State Directors of Special Education, Washington, D.C.

Pub Date- 79
Note-19p.
Available from-National Association of State Directors of Special Education, 1201 16th St., N.W., Washington, DC ($40.00 per slide tape, includes script)
Pub Type- Guides - Non-Classroom (055) - Reports - Evaluative (142) - Non-Print Media (100)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Compliance (Legal), *Disabilities, *Educational Diagnosis, Elementary Secondary Education, *Federal Legislation, Student Evaluation
Identifiers-Individualized Education Programs

Designed for use as a media resource for trainers or as self study modules, the text of two slide/tape presentations on writing special education individualized assessment reports is presented. The first module discusses the federal requirements for conducting assessments in special education. The second module is a humorous presentation which relates the functions of assessment in special education to individualized educational plan development and provides a rationale for the writing of synthesized, comprehensive assessment reports. Instructions for both automated and manual presentation of the materials are provided. (PHR)

ED 185 243 CE 023 955

*Martin, Edwin*

**New Directions in Vocational Education for the Handicapped: Implications for Research and Development. Occasional Paper No. 35.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-Jun 78

Note-15p.; Paper presented at the National Center for Research in Vocational Education (Columbus, OH, June 1978).

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($1.75)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Access to Education, Curriculum Development, *Disabilities, *Educational Change, Elementary Secondary Education, Enrollment Influences, *Equal Education, Federal Legislation, *Federal Regulation, Job Development, Position Papers, Program Evaluation, Program Implementation, Program Validation, Public Education, *Research Needs, Social Bias, *Vocational Education

Identifiers-Education for All Handicapped Children Act, Individualized Education Programs

The history of educational programming for the handicapped has unfortunately been one of quiet discrimination. This pattern has come from the evolution of an isolation-based society. Society is moving increasingly toward the human and equity-based treatment of disabled people. Reflecting some court decisions, the Education of the Handicapped Act (PL 94-142) requires school districts to redistribute their resources to provide appropriate public education to handicapped children. Although the federal government may help by putting in sufficient new dollar resources, it is primarily the problem of local and state governments. To participate in the federal program, PL 94-142 requires states to provide equal and individual education programs for handicapped students. This legislation will impact on other programming, such as vocational education for handicapped junior and senior high school students. The impact of the resistance to encouraging the participation of handicapped children in vocational education is that handicapped young people comprised only 1.74 percent of the total vocational education population as of 1975. Research in vocational education should focus on the characteristics of people who may be successfully integrated into evaluating program outcomes, job design, and modifying existing programs. Program models for handicapped vocational education students should be validated and then disseminated. (The authors' answers to questions from the audience of research and development staff are attached.) (EM)

ED 185 280 CE 024 491

*McMinimee, Sharon Kreps, Alice Roelofs*

**Community Living Skills Guide: Understanding Oneself: Getting to Know Me.**

Metropolitan State Coll., Denver, Colo.

Pub Date- 76

Note-26p.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Adult Education, Behavioral Objectives, Body Image, Class Activities, Course Descriptions, Creativity, Curriculum Guides, Daily Living Skills, *Developmental Disabilities, Emotional Response, Guidelines, *Human Body, Individualized Instruction, Institutionalized Persons, Interpersonal Competence, Learning Activities, Lesson Plans, *Normalization (Handicapped), Physical Fitness, Rehabilitation, Residential Programs, *Self Concept, *Self Esteem, Sensory Experience, Teaching Guides, Values Clarification

Identifiers-College for Living, Metropolitan State College CO

One of twenty course guides in the Community Living Skills Guide for the College of Living series, this document provides guidelines and workbook activities for the course, Understanding Oneself: Getting to Know Me. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. Objectives/goals include providing students with opportunities to learn about, explore and understand certain concepts which correspond to the eight steps in the course: Body Awareness, Body Concept, I Am Me, Sensory Perception, Physical Fitness, Emotions, Creativity, Values, and Social Skills. Contents include a pre- posttest (a biography) and these materials for each step'': general and specific objectives, class activities, and handouts (exercises). A vocabulary list is also provided. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

ED 185 300 CE 024 635

*Zook, Doris And Others*

**Project Drive Teacher's Guide.**

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-30p.; For related documents see CE 024 636-643.
Available from-Lancaster-Lebanon Intermediate Unit 13 Adult Education, Box 5026, Lancaster, PA 17601 ($10.00 for set of nine booklets)
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Adult Basic Education, Answer Sheets, Basic Skills, Certification, *Driver Education, *English for Special Purposes, Functional Literacy, Language Handicaps, Language Skills, *Reading Difficulties, *Reading Improvement, *Second Language Instruction, Spanish Speaking, Teaching Guides, Vietnamese
Identifiers-Project Drive

This Project Drive Teacher's Manual complements eight booklets designed for intermediate-level English-as-a-second-language students and low-level adult basic education/basic reading students. The goal of the booklets is to aid the student in developing the oral and sight vocabulary necessary for a basic driver training program. The guide begins with an example of suggested structure drills to be used with the booklets. The bulk of the guide is comprised of answer sheets for each exercise, pretest, and posttest included in the booklets. The guide concludes with a listing of supplementary materials that might be useful to include in a basic driver training program. (LRA)

ED 185 339 CE 024 819

*Hughes, Thomas A., Jr. And Others*

**Industrial Arts Facility Planning Guide.**

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency-Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date-78

Note-73p.

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Building Plans, Classroom Design, *Educational Facilities Design, *Educational Facilities Planning, Elementary Secondary Education, Facility Guidelines, Facility Requirements, *Industrial Arts, Program Descriptions, School Buildings, School Space, Specifications

This guidebook presents facility guidelines to aid the school planner in determining appropriate facilities for a model curriculum. The first of four major sections, The Intent of Industrial Arts, discusses the mission and goals, instructional objectives, function of industrial arts, and the model curriculum. Section 2 focuses on facilities for elementary, junior high, and senior high programs. Section 3 addresses architectural considerations such as location and housing, flexibility and expansion, space needs, open laboratory/instructional area, auxiliary rooms, visual comfort and efficiency, ventilation and heating, and floors and surfaces. The final section presents a planning summary of the industrial arts curriculum, suggested industrial laboratories, industrial arts laboratory space needs, industrial arts courses accomodated by respective laboratories, and equipment guidelines. (LRA)

ED 185 396 CE 025 044

*Richardson, Patricia B. And Others*

**An Analysis of Sex-Role Stereotyping and Sex Bias in Secondary Vocational Education in Kentucky. Final Report.**

Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.

Spons Agency-Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date-Sep 79

Note-171p.; Some of the appendix materials will not reproduce well due to small print. For a related document see CE 025 043.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors-Administrator Attitudes, Counselor Attitudes, Cultural Influences, *Enrollment Influences, High Schools, *Nontraditional Occupations, Parent Attitudes, *Sex Bias, Sex Stereotypes, Socioeconomic Status, State Surveys, Student Attitudes, Teacher Attitudes, *Vocational Education

Using an opinion questionnaire with students, parents, and school personnel and personal interviews with secondary students, a Kentucky research study examined the extent of sex bias in vocational programs, the factors contributing to the enrollment of nontraditional students, and the barriers or problems affecting the enrollment of nontraditional students in the state's vocational education programs. Additional objectives were (1) to determine the effects of socioeconomic status, attitudes toward education, and the culture of the geographic area upon enrollment in nontraditional programs, (2) to make basic recommendations for the elimination of existing stereotyping and bias, and (3) to compile a sex fair comprehensive bibliography of vocational education materials. Selected conclusions include these: all respondents felt vocational teachers exhibited sex fair behavior; students and their parents are unsure as to how nontraditional students were treated by counselors; all groups except the principals were unsure as to whether principals saw the need to eliminate sex bias in the community; and students do not feel that they are adequately prepared for the possible problems and barriers a nontraditional job seeker may experience. Among the eight recommendations made are those supporting increased parental involvement, student orientation to legal rights relative to sex fairness in education, the development of a sex-fair standardized method of student selection for over-capacity vocational courses, and an interdisciplinary approach to encourage the enrollment of nontraditional students. (The fourteen appendixes include survey instruments, summarized responses, and various forms and procedures used. The bibliography is available as a separate document see Note.) (Author/MEK)

ED 185 479 CG 014 377

**Linking Needs Assessment to Program Planning and Management.**
Southern Regional Education Board, Atlanta, Ga.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Manpower and Training Programs.
Pub Date-79
Grant-1-T15-MH14703
Note-34p.; For related documents see CG 014 378-381.
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Change Strategies, *Community Services, Community Surveys, *Decision Making, Federal Regulation, Mental Health Clinics, *Mental Health Programs, *Needs Assessment, *Policy Formation, *Program Development, Public Administration, Social Indicators, State of the Art Reviews

Needs assessment is part of the decision making and program planning process in mental health centers. Four commonly used approaches for identifying needs are: (1) social indicators; (2) analysis of resources and patterns of use; (3) community surveys; and (4) group approaches. Rarely does a single approach provide all the information necessary to identify needs. An analytical framework should integrate need information with program constraints, and develop feasible alternative mental health solutions. Decision makers can then act on the recommended alternative solutions. Most decisions are made by selecting actions that are politically feasible and reflect marginal changes in the existing base of resources available to the center. (Author/MLT)

ED 185 525 CS 005 391

*Flippo, Rona F.*

**A Proposal: The Need for Comparison Studies of College Students' Reading Gains in Developmental Reading Programs Using General and Specific Levels of Diagnosis.**

Pub Date-Feb 80
Note-20p.; Paper presented at the Annual Meeting of the Southeastern Regional Conference of the International Reading Association (5th, Nashville, TN, February 6-9, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Information Analyses (070)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-College Students, Comparative Analysis, *Developmental Programs, Diagnostic Teaching, Postsecondary Education, Program Effectiveness, Reading Achievement, *Reading Diagnosis, Reading Programs, *Reading Research, Reading Skills, *Reading Tests, Remedial Reading, *Test Validity
Identifiers-*Nelson Denny Reading Test, *Stanford Diagnostic Reading Test

This paper discusses an investigation that compared college students' reading gains when using general or specific diagnosis. It reports that significant gains were made on many subskills of the Stanford Diagnostic Reading Test by the group that had the prescriptions developed as a result of a differential (specific) diagnosis and that there were no significant gains noted on the Nelson-Denny Reading Test, a general survey test. An analysis of two other research studies on this topic shows that results of this study support the results of a study by G. L. Cox and J. E. Swalm and contradict the results of a study by B. D. Smith. It is noted, however, that since Smith used the Nelson-Denny Reading Test to test gains from specific diagnosis, her findings are not necessarily valid and not necessarily contradictory to those of the other two studies. The evidence in the literature indicating that the Nelson-Denny Reading Test is not an appropriate test for evaluating the reading ability of college students in developmental programs and that survey tests are often used inappropriately as measurements of achievement in college reading programs is discussed in the light of the findings from these research reports. (MKM)

ED 185 592 CS 205 514

*Davis, James E., Ed., And Others*

**Responding to the Basics Movement.**

Southeastern Ohio Council of Teachers of English.

Pub Date-79

Note-100p.; The Southeastern Ohio Council of Teachers of English is an affiliate of the National Council of Teachers of English.

Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 40831, $3.50 member, $4.00 non-member)

Journal Cit-Focus: Teaching English Language Arts; v5 n3 Spr 1979

Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052) - Information Analyses (070)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-*Basic Skills, Childrens Literature, Elementary Secondary Education, *English Instruction, Higher Education, *Language Arts, Language Skills, Literacy, *Minimum Competencies, Teaching Methods, Vocational Education, Writing (Composition)

The 17 articles in this journal issue focus on a response to the basics movement. Specific topics covered in the articles include the following: a definition of literacy, the meaning of the basics, the back-to-the-basics movement from a historical-linguistic perspective, behavior modification and the teaching of English composition, developing practical literacy in college English, bringing learners and language together through literature, teaching real English in the vocational school, the basics for secretarial students, ways to help children develop language skills, teaching grammar, teaching process analysis, children's literature, midcareer management, the general public's attitude toward literacy, research support for the teaching of spelling, the basics of living, and using the power of comparison to teach the power of language. Continuing columns in the journal provide information about videotaping creative drama, book reports, and attitudes toward textbook selection in United States schools from 1840 to 1978. (FL)

ED 185 722 EC 123 532

**Skills Assessment, Training and Evaluation of Personnel Serving Developmentally Disabled Individuals. Conference Proceedings (Detroit, Michigan, June 23-29, 1979).**

Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation.; Ohio State Univ., Columbus.
Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.
Pub Date-Jun 79
Grant-50-P-25641
Note-67p.; Contains some light print.
Pub Type- Guides - Non-Classroom (055) - Collected Works - Proceedings (021)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Competency Based Education, *Competency Based Teacher Education, Conference Proceedings, Criterion Referenced Tests, *Developmental Disabilities, Federal Legislation, Professional Continuing Education, *Skills, *Supervisory Training, *Teacher Education, *Teacher Evaluation

The report presents selected elements of information exchanged and activities which took place during a Department of Health, Education and Welfare Region V 1979 conference on skills assessment, training, and evaluation of personnel serving the developmentally disabled. Aspects considered include legislative history, criterion referenced testing, American Association on Mental Deficiency continuing education, supervisory training strategies, skill assessment techniques, and resources and processes. A summary of conference recommendations is also included. Among the appendixes are final conference agenda, a list of conference participants, a summary of the conference program evaluation, and a copy of the Michigan State Plan for Developmental Disabilities. (DLS)

ED 185 766 EC 123 921

*Somwaru, Jwalla P.*

**A New Approach to the Assessment of Learning Disabilities.**

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report NO.-IRLD-Mono-9

Pub Date-Apr 79

Contract-300-77-0491

Note-28p.; See also EC 123 901-925.

Pub Type- Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Basic Skills, Evaluation Methods, *Learning Disabilities, *Models, *Student Evaluation

Identifiers-Assessment of Basic Competencies Test, Individualized Education Programs

The authors present an approach to the assessment of learning disabilities based on a definition of significant enabling skills for school learning. Students' competence in information processing, language, and mathematics is assessed in 11 tests. By using the Assessment of Basic Competencies test, it is possible to determine a child's location in each of 11 developmental sequences, as well as to identify strengths and weaknesses in clusters of skills. Assessment results provide data for designing the individualized educational program. (Author)

ED 185 321 CE 024 775

**Project CHOICE: Creating Her Options in Career Education.**

Case Western Reserve Univ., Cleveland, Ohio.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-79

Note-505p.

Available from-edc/weeap distribution center, 39 Chapel Street, Newton, MA 02160 ($11.25)

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

**EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.**

Descriptors-Achievement Need, Assertiveness, Behavioral Objectives, Career Counseling, *Career Development, Career Exploration, Career Planning, Careers, Decision Making, *Diagnostic Teaching, Educational Diagnosis, Employment Opportunities, Fear of Success, *Females, Gifted, Goal Orientation, Grade 11, High Schools, *Individual Needs, Needs Assessment, Program Descriptions, Program Implementation, Self Concept, Self Esteem, Sex Fairness, Sex Role, Skill Development, Student Attitudes, *Student Interests, *Talent, Talent Identification

Identifiers-Project CHOICE

Intended as a resource in developing and conducting programs to encourage talented female students in broadening their career options and to increase positive self-awareness, this manual provides step-by-step procedures for replicating a fourteen-session diagnostic/prescriptive career development program for grade 11. Section 1, Program Overview, describes the six-phase Project CHOICE (Creating Her Options in Career Education) process: screening, selection, diagnosis, prescription, career development program, and assessment. Diagnostic instruments are provided. Section 2, Introduction to Special Groups, discusses four areas of diagnosed needs: Defining and Valuing One's Self, Achieving Success, Asserting One's Self, and Coping with Success. Section 3 discusses program use. Section 4 is the Core Project CHOICE Career Development Program with four different variations for the individualized needs of participants diagnosed in the four areas (section 2). Goals, duration, related activities (handouts), materials needed, a suggested group leader script, and special group changes are included in the detailed directions for conducting each of these sessions: Off to a Good Start, Women's Many Options, Learning about My Interests, Learning about My Abilities and Values, Career Information Workshops I-III, Gathering Career Information, Beginning to Plan, Testing Reality, Selecting a School and Paying for It, Making Decisions, Getting That Job!, and Wrapping It Up. An extensive bibliography is provided. (YLB)

ED 185 377 CE 024 968

*Brower, Sally M. And Others*

**Case Studies of Vocational Education CETA Coordination: A State of the Art Report, Volume I. Interim Report.**

Conserva, Inc., Raleigh, N.C.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.--498AH80004
Pub Date-Jan 80
Contract-300-78-0583
Note-357p.; For related documents see ED 181 301 and CE 024 967-971.
Pub Type- Information Analyses (070) - Reports - Descriptive (141)
**EDRS Price - MF01/PC15 Plus Postage.**
Descriptors-Case Studies, *Coordination, Demonstration Programs, *Employment Programs, Federal Programs, *Methods, *Program Descriptions, Program Effectiveness, School Business Relationship, Success, *Vocational Education, Youth Employment, Youth Programs
Identifiers-*Comprehensive Employment and Training Act Title IV, *Prime Sponsors

This document contains the first volume in a three-volume state-of-the-art report based on a study conducted to identify and analyze the effective mechanisms for facilitating coordination of vocational education programs with Comprehensive Employment and Training Act (CETA) Title IV youth programs. Included in this volume are 111 case studies of programs demonstrating exemplary coordination mechanisms. These case studies are divided into three sections: (1) Coordinated Vocational Education Title IV Programs; (2) Coordinated Vocational Education CETA Programs; and (3) Coordinated Programs between Vocational Education and other employment and training service providers. Each program description includes title, location, educational agency, prime sponsor, funding, in-kind contribution, target groups, and contact person. The text of the case studies include program overview, role of vocational education, prime sponsor involvement, and program activities organized by six activity/service areas. The programs are indexed by major funding source(s), by major target groups served, urban/rural designation of program locations, prime sponsor types, federal region, educational agency, and educational facility type. (BM)

ED 185 434 CG 014 248

**Who's Who among American High School Students: Tenth National Opinion Survey.**

Education Communications, Inc., Northbrook, Ill.
Pub Date-79
Note-29p.; For related document see ED 174 870.
Available from-Who's Who among American High School Students, 3202 Doolittle Dr., Northbrook, IL 60062
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Followup Studies, *High School Students, National Surveys, *Opinions, *Political Attitudes, Secondary Education, Social Problems, Statistical Data, *Student Attitudes, *Student Leadership, *Youth Leaders

Attitudes of student leaders in high schools throughout the United States were examined in a survey conducted by Who's Who Among American High School Students and Northbrook, Illinois. Subjects were students who had been selected for inclusion in Who's Who during the 1978-79 academic year. Some 23,200 completed questionnaires were analyzed on topics such as national priorities and policies, the draft, energy, drug and alcohol use, religious beliefs, career goals, marriage and sex views, capital punishment, the environment, and the media. Statistical

analyses were tabulated by total response; breakdowns by sex; race, geographical region, type of community, age, future plans, grade point average, and family incomes were also included. (Author/HLM)

ED 185 458 CG 014 306

*Johnston, Lloyd D. And Others*

**Highlights from Drugs and the Class of '78: Behaviors, Attitudes, and Recent National Trends.**

Michigan Univ., Ann Arbor. Inst. for Social Research.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Report NO.-DHEW-ADM-79-878
Pub Date-79
Grant-3-R01-DA-01411-0181
Note-63p.; For related documents see ED 160 969 and ED 169 453.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20404 (Stock No. 017-024-00933-4)
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Adolescents, *Behavior Patterns, Comparative Analysis, Drug Abuse, *Drug Use, *High School Seniors, *Illegal Drug Use, National Surveys, Questionnaires, Secondary Education, *Student Attitudes, *Student Behavior, Trend Analysis

The current prevalence of drug use among American high school seniors (classes of 1975 through 1978) was investigated through a program entitled Monitoring the Future: A Continuing Study of the Lifestyles and Values of Youth,'' conducted by the University of Michigan's Institute for Social Research and funded by the National Institute on Drug Abuse. The basic research, involving data collections beginning with the class of 1975, took place in approximately 125 public and private high schools selected to provide an accurate cross section of seniors throughout the United States. Questionnaire results indicated

that: (1) about 65% report illicit drug use at some time in their lives; (2) marihuana is the most widely used illicit drug; (3) use of alcohol and cigarettes is more widespread than use of illicit drugs; (4) college-bound students have lower rates of illicit drug use; and (5) regional differences in 1978 were insignificant. Trends in drug use comparing the classes of 1975 through 1978 suggest there has been an appreciable rise in marihuana use and female cigarette smoking, and despite the decline in perceived harmfulness of most drugs (licit or illicit) there has been very little change over the past three years in levels of disapproval for most of them. (Author/HLM)

ED 185 614 CS 502 878

*Fryar, Maridell*

**Organizing and Implementing an Oral Communication Competency Workshop.**

Pub Date-Nov 79

Note-12p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Accountability, *Communication Skills, Elementary Secondary Education, *Inservice Teacher Education, Management Development, Minimum Competencies, Program Development, *Program Implementation, *Speech Communication, Teacher Education, *Teacher Role, *Teacher Workshops

In view of recent public demands for the establishment of minimum competency standards in a number of areas, including oral communication skills, and in view of classroom teachers' frequently inadequate training in speech communication, speech communication teachers have the responsibility of organizing and implementing oral communication competency inservice workshops for teachers and administrators in their districts. Speech communication teachers have the training both to assist educational administrators in functioning as group leaders and to assist teachers in developing more effective interactional skills. In organizing oral communication competency workshops, speech communication teachers should first identify potential areas of inservice training, after which they should explore and use whatever avenues seem most effective in setting up opportunities for workshops. In implementing workshops, teachers should keep in mind six general guidelines: begin with a specified and clearly stated objective, establish a time line, use a warm-up activity, provide for continuing resources, plan resources carefully, and provide for evaluation. (GT)

ED 185 680 EA 012 614

*Sharples, Brian*

**An Analysis of Major Determinants of Teacher Salaries and Their Implications for Educational Expenditures.**

Spons Agency-Ontario Dept. of Education, Toronto.

Pub Date-78

Note-84p.

Pub Type- Reports - Research (143) - Information Analyses (070) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Elementary Secondary Education, *Expenditure Per Student, *Instructional Student Costs, Literature Reviews, Statistical Studies, Tables (Data), *Teacher Salaries

Identifiers-*Ontario

The purposes of this study were to compare the responsiveness of educational expenditures per pupil in Ontario, first, to changes in instructional expenditures per pupil during 1971-77, and, second, to changes in proxy measures of educational quality and price levels of teacher services for 1974-77. Variables used to represent quality and price levels were academic qualifications, years of teaching experience, pupil teacher ratio, and beginning salaries. Data for the analysis were obtained from Ontario Ministry of Education reports. The paper concludes that, on the average, instructional expenditures per pupil have been more responsive to changes in educational quality than to changes in the price level of teacher services. In addition, teachers' salaries in recent years have declined somewhat in comparison to salaries of all other employees in Ontario. (Author/LD)

ED 185 702 EA 012 655

*Gall, Joyce P. And Others*

**Report of the Annual Conference for Facilitators of Organization Development in Education (3rd, Eugene, Oregon, January 31-February 2, 1980).**

Oregon Univ., Eugene. Center for Educational Policy and Management.

Pub Date-Apr 80

Note-36p.; For a related document, see EA 012 654. Photos may not reproduce clearly.

Pub Type- Collected Works - Proceedings (021)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Conferences, Directories, *Organizational Development, School Districts

This report describes proceedings of the third annual conference for facilitators of organization development in education. Forty persons attended the conference, which was held January 31-February 2, 1980, in Eugene, Oregon. The format of the conference, summarized here, was a mix of presentations to the total group, small group interaction and work, and informal networking focusing on topics of interest to current practitioners. A list of participants and their addresses and phone numbers is included to help stimulate the networking and sharing that were goals of the conference. (Author)

ED 185 789 EC 124 086

*Paine, Stan C.*

**Standardized Intervention Programs: Preliminary Data on Descriptive Characteristics, Methods of Dissemination and Problems of Implementation.**

Pub Date-Jun 79

Note-16p.; Paper presented as part of a symposium entitled Issues in the Dissemination of Standardized Intervention Programs'' at the Annual Convention of the Association for Behavior Analysis (5th, Dearborn, MI, June, 1979).

Pub Type- Reports - Research (143) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Disabilities, Exceptional Child Research, *Information Dissemination, *Intervention, *Program Evaluation, *Program Implementation, Surveys

To gather descriptive data regarding basic characteristics of existing standardized programs and to determine the extent to which the programs have been adopted and replicated following their initial development, a questionnaire was designed and sent to the developers of 20 standardized behavior intervention programs serving normal and moderately to severely handicapped individuals in school, home/residential, and work settings. Among findings collected from 17 respondents were that 82.4% had observed program drift'' (gradual deterioration in the quality of program implementation); that the practices of using demonstration and training centers and of providing long term training (more than once a week) in program procedures were rated most effective in getting standardized programs into the field; and that the problem which was the most serious to developers was the lack of sufficient funding to implement programs with maximum care and precision. Respondents offered suggestions (such as to develop an efficient quality control system) for reducing program drift. (SBH)

ED 185 811 FL 011 104

*Chun, Judith, Ed.*

**Second Language Acquisition Notes and Topics, Vol. 9, No. 2.**

San Francisco State Univ., Calif.
Pub Date-Dec 79
Note-57p.
Available from-English Department, San Francisco State University, San Francisco, CA 94132 ($1.00 in North America, $2.00 elsewhere)
Pub Type- Reports - Research (143) - Reports - Descriptive (141) - Collected Works - Serials (022)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Adult Education, *Bilingual Education, Elementary Secondary Education, English (Second Language), *Immigrants, *Language Research, Multicultural Education, *Second Language Instruction, *Second Language Learning
Identifiers-China, *Sweden

This edition of a newsletter for second language researchers and teachers features an article by Lars Henric Ekstrand, ``Report on Organization and Research in Programs of Bilingual and Bicultural Adaptation in Sweden.'' Programs of instruction in Swedish for immigrant adults and children, including teacher training policies, are described. Second language research projects in progress in Sweden are sketched. Also in this issue are: (1) reports from various second language conferences, (2) a brief report by Thomas Scovel on English as a foreign language in China, and (3) a listing of upcoming conferences and institutes on second language learning. (JB)

ED 185 358 CE 024 868

**Gardening and Groundskeeping: A Series of Learning Activity Packages. Volume I: Learning Activity Packages 1-42.**

Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Agricultural Education Section.
Pub Date-79
Note-182p.; For a related document see ED 181 268.

Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC08 Plus Postage.**
Descriptors-Agricultural Education, Behavioral Objectives, Fertilizers, *Groundskeepers, Herbicides, High Schools, Horticulture, Insecticides, Learning Activities, Learning Modules, Maintenance, *Ornamental Horticulture, Planning, Plant Identification, Postsecondary Education, Supervision, Vocational Education

These forty-two learning activity packages, intended for student use, are based on a catalog of performance objectives, criterion-referenced measures, and performance guides for gardening-groundskeeping developed by the Vocational Education Consortium of States (V-TECS). They are organized by four areas of instruction: Organizing and Planning (personnel consideration, planting and fertilization schedules); Directing and Implementing (safety and inspection activities, replacement ordering); Inspecting and Evaluating (soil sampling, storage procedures, equipment capability evaluation); and Maintaining Plants (general plant care, including planting, pruning, watering and insect protection. Each package has the same format: Introduction; Directions to the Student, Objective(s); Learning Activities; Safety; Equipment, Tools, and Supplies Needed; Instructions; Student Self-check; Final Check-out Activity; and Instructors Final Checklist. It is noted that references listed or appropriate substitutes are essential, since the learning packages as presented do not include complete content. (Volume II contains packages 43-84 see Note.) (MEK)

ED 185 480 CG 014 378

**Use of Information Systems for Monitoring Mental Health Programs.**
Southern Regional Education Board, Atlanta, Ga.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Manpower and Training Programs.
Pub Date-79
Grant-1-T15-MH14703

Note-36p.; For related documents see CG 014 377 and 379-381.
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Case Records, Computer Oriented Programs, *Decision Making, Feedback, Formative Evaluation, *Information Systems, *Input Output Analysis, *Management Information Systems, *Mental Health Programs, *Program Evaluation, State of the Art Reviews
Identifiers-*Monitoring

The monitoring process and the role of monitoring in mental health center decision making are discussed in relation to information systems. Monitoring requires an information system based on the center's annual plan for programs and budgets. This system must contain at least minimal data on client movement, services, staff activity, and costs. The monitoring process includes planning, monitoring, and assessment. Three areas discussed in this paper are the monitoring process, information systems and monitoring and using information systems. Issues addressed include organizational readiness, information system adequacy, integration of system elements, feedback, and the data processing mode (manual versus automated). Specific suggestions and practical examples are included. The final section links information system reports with management in order to assist managers by providing data about program goals, fluctuations in demands for services, and staff productivity. Summary reports aid program and budget planning and program evaluation. (Author/MLT)

ED 185 503 CS 005 365

**Reading and Literature Objectives, 1979-80 Assessment. No. 11-RL-10.**
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-OEC-0-74-0506
Note-25p.
Available from-National Assessment of Educational Progress, Education Commission of the States, Suite 700, 1860 Lincoln St., Denver, CO 80295 ($1.50)
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Elementary Secondary Education, *English Instruction, *Literature Appreciation, *Reading Achievement, Reading Instruction, *Student Educational Objectives, *Student Evaluation
Identifiers-*National Assessment of Educational Progress

The reading and literature objectives for the 1979-80 assessment by the National Assessment of Educational Progress (NAEP) are categorized into four major areas: valves reading and literature, comprehends written works, responds to written works, and applies study skills in reading. These major objectives and their subobjectives are presented as statements followed by amplified descriptions. Following each subobjective are a few italicized questions illustrating the kinds of questions one might ask or the kinds of skills one might expect students to display. (RL)

ED 185 548 CS 205 452

*Farrell, Edmund J.*

**Literature in Crisis.**

Pub Date-Mar 80
Note-15p.; Paper presented at the Asilomar Spring Conference of the Central California Council of Teachers of English (Pacific Grove, CA, March 22, 1980).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Adults, *Educational Trends, *English Instruction, *Literature, *Literature Appreciation, Postsecondary Education, Problems, *Reading Habits, Reading Interests, Secondary Education, Social Environment, *Social Indicators, Social Problems

There are many critical problems that are influencing the status of literature and the teaching of literature in the United States today, according to this paper. Some of the problems cited are the poor quality of recent best selling books; the smaller number of people who read books compared to the number of people who read magazines and newspapers, the current vogue of contemporary literature courses and the unpopularity of traditional literature classes in colleges, a trend to basic skills courses away from literature electives and an omission of literature in competency tests in high schools, the higher costs of paperbacks used to supplement the hardback anthologies that are so susceptible to the censor's influence, new copyright laws that restrict supplementing the hardback anthologies with teachers' favorite materials, and the relative paucity of money recently allocated to library services. The important humanizing factors involved in experiencing literature are noted and an appeal is made to teachers to see that literature not only endures but flourishes in human lives. (MKM)

ED 185 636 CS 502 916

**Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, January 1 - March 31, 1980.**

Haskins Labs., New Haven, Conn.

Pub Date-80

Note-224p.

Pub Type- Reports - Research (143) - Information Analyses (070)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors-Acoustics, *Articulation (Speech), Beginning Reading, Communication (Thought Transfer), Consonants, Discourse Analysis, Hearing Impairments, Language Acquisition, Oral Language, Perception, Perceptual Motor Learning, Phonetics, *Speech Communication, *Speech Skills, Vowels, Word Recognition

Identifiers-*Communication Research

This report is one of a regular series on the status and progress of studies on the nature of speech, instrumentation for its investigation, and practical applications. Drawn from the period of January 1 to March 31, 1980, the 14 manuscripts cover the following topics: (1) acoustics in human communication; (2) motor-sensory feedback formulations; (3) phonetic representation and speech synthesis by rule; (4) relationships between speech perception and speech production in normal hearing and hearing impaired subjects; (5) accessibility of the voicing distinction for learning phonological rules; (6) the effect of vocalic context on fricative perception; (7) a vibratory systems analysis of human movement production; (8) perception of limb position; (9) perceiving phonetic segments; (10) reading, linguistic awareness, and language acquisition; (11) a range-frequency effect on perception of silence in speech; (12) perception of stop consonants before low unrounded vowels; (13) apractic syndromes; and (14) a comparison of parametric representations for monosyllabic word recognition in continuously spoken sentences. (FL)

EA

ED 185 744 EC 123 645

**Learning Disability: Not Just a Problem Children Outgrow.**
President's Committee on Employment of the Handicapped, Washington, D.C.
Pub Date- 79
Note-22p.
Available from-President's Committee on Employment of the Handicapped, Washington, DC 20210
Pub Type- Collected Works - General (020) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Adjustment (to Environment), *Adults, *Employment Problems, *Learning Disabilities, Social Experience

Three papers concerning learning disabled adults and a list of resources available for disabled people are presented. The first paper, Colin's Own Story,'' was written by a 16 year old learning disabled individual, and recounts his struggles and what it is like to be learning disabled. Two poems by the author further describe his emotions and feelings about life with his disability. In the second paper, Learning Disabled Adults Face the World of Work,'' Dale Brown, a learning disabled adult, describes the problems this population faces in obtaining and retaining employment. The author relates that among the problems a learning disabled person must cope with are perceptual disabilities which cause such problems as accident proneness and trouble learning a sequence of tasks. The final paper by Lynn Park, Forming a New Organization for Adults with Learning Disabilities,'' traces one woman's experiences, leading her to found the Association of Learning Disabled Adults, which is designed to educate the public and provide counseling and referral services. A short list of resources for further information on learning disabilities is provided. (PHR)

ED 185 262 CE 024 472

*Sobol, Sheila Kreps, Alice Roelofs*

**Community Living Skills Guide: Art.**

Metropolitan State Coll., Denver, Colo.
Pub Date- 76
Note-21p.; For related documents see CE 024 470-488 and CE 024 490-493.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Adult Education, Aesthetic Education, *Art Activities, *Art Education, Art Expression, Behavioral Objectives, Class Activities, Course Descriptions, *Creative Art, Curriculum Guides, Daily Living Skills, Design, *Developmental Disabilities, Freehand Drawing, Guidelines, Individualized Instruction, Institutionalized Persons, Learning Activities, Lesson Plans, *Normalization (Handicapped), Painting (Visual Arts), Rehabilitation, Residential Programs, Teaching Guides
Identifiers-College for Living, Metropolitan State College CO

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, Art. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. An introductory section, Notes to Teachers, gives suggestions for using the ideas in the guide. A talent'' test is provided to assess students' ability, desire to experience and learn, and previous exposure. Goals for the course include providing the student with the opportunity to get in touch with his inner being or self and to make choice individually. Objectives and suggested activities are provided for these sections: General Introduction, Making Order Out of Life (Patterns), and Simple Projects. Ideas are also given for projects and activities in constructing, carving and modeling, crafts, and drawing and painting. Materials needed, techniques, and concepts are outlined. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.)

ED 185 301 CE 024 636

*Zook, Doris And Others*

**The Car: Its Parts and What Makes It GOooo. Book One. Project Drive.**

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-27p.; For related documents see CE 024 635-643. Some pages with thin and broken type will not reproduce well.
Available from-Lancaster-Lebanon Intermediate Unit 13 Adult Education, Box 5026, Lancaster, PA 17601 ($10.00 for set of nine booklets)
Pub Type- Guides - Classroom - Learner (C51)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Adult Basic Education, Basic Skills, Certification, *Driver Education, *English for Special Purposes, Functional Literacy, Language Handicaps, Language Skills, Learning Activities, Learning Modules, *Motor Vehicles, *Reading Difficulties, *Reading Improvement, *Second Language Instruction, Spanish Speaking, Vietnamese
Identifiers-Project Drive

This Project Drive booklet titled The Car: Its Parts and What Makes It Go is one of eight booklets designed for intermediate-level English-as-a-second-language students and low-level adult basic education/basic reading students. The goal of the booklet is to aid the student in developing the oral and sight vocabulary necessary for a basic driver training program. The booklet contains exercises designed either for individual instruction or group work. Appended material includes supplementary exercises, a pretest and posttest, and a word list of important vocabulary presented in each unit of the booklet. (LRA)

ED 185 340 CE 024 821

**A Competency-Based Guide for Organizing and Administering Cooperative Office Education.**

Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
Pub Date-Jun 79
Note-214p.; Small type in tables will not reproduce well. For a related document see CE 024 822.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-*Business Education, Business Education Teachers, Competence, *Competency Based Teacher Education, *Cooperative Education, Course Organization, Learning Modules, *Office Occupations Education, Secondary Education, Teaching Guides
Identifiers-Virginia

This guide presents a systematic approach to developing competencies that will enable teacher-coordinators to meet effectively the occupational needs of students and to provide a source of well-trained individuals for business and office occupations. The guide consists of ten competency-based instructional modules which outline procedures for initiating, developing, operating, improving, and evaluating cooperative office education (COE). Module titles are (1) What COE Is and Is Not, (2) Determine the Need for a COE Program, (3) Student Recruitment, (4) Student Selection, (5) Organization of Instruction, (6) Finding Training Stations, (7) Completing Training Plans, (8) COE Student Job Placement, (9) Conducting Coordination Activities, and (10) Sponsor Development. Eacb module consists of a rationale, objectives, learning activities, criterion test, and model answers. (LRA)

ED 185 415 CE 025 158

**Home Economics Education. Housing, Furnishings, and Equipment Modules. Samples for Levels III, IV, and V. Fourth in a Series.**

New York State Education Dept., Albany. Bureau of Occupational Education Curriculum Development.

Pub Date-79
Note-78p.; For related documents see ED 140 066, ED 140 069, ED 162 052, ED 162 076, and CE 024 211.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Behavioral Objectives, Careers, Curriculum Development, *home Economics Education, *Home Furnishings, *Housing, *Learning Activities, *Learning Modules, Leisure Time, Safety Education, Secondary Education, State Curriculum Guides, *Student Evaluation
Identifiers-New York

Based on the New York State homemaking-family living curriculum, this document presents sample modules appropriate for instructional levels III, IV, and V (grades 9-12) for the housing, furnishings, and equipment subject area. An introductory section presents a chart of the housing, furnishings, and equipment modules; steps in planning a course of study; and guidelines for evaluating and editing home economics curriculum modules. The remaining three sections of the document present the scope of learnings chart and sample modules for each of the three instructional levels. Six content areas form the basis for the modules: management, buymanship, leisure, career, health and safety, and relationships. Each sample module contains the following sections: module title, learning outcome, behavioral outcomes, suggested learning experiences, suggested measurement of student progress, and related modules titles. (LRA)

ED 185 571 CS 205 487

*Evans, William E.*

**Recycling, Rethinking, and Retraining.**

Pub Date-Mar 80
Note-10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Course Descriptions, Course Organization, Engineering Education, Higher Education, *Interdisciplinary Approach, *Professional Development, *Retraining, *Technical Writing, *Writing (Composition), *Writing Instruction, Writing Skills

The issues and problems confronted by a professor of literature when asked to teach a technical writing course for engineers are related in this paper. The first section of the paper explains how the professor was recycled'' from a teacher of literature to a professor of technical writing at his college. The second section describes some of the considerations involved in establishing and teaching the course, among them what text to use, what material to cover, how the students and engineering faculty would respond to the course, how to staff multiple sections of the course, and how to get students to see what they could write about after they had covered the basic techniques. The third section describes the retraining'' undertaken by the professor, which involved reading books on the subject, attending conferences, joining professional societies and reading professional journals, working as an editor for engineering professors, and auditing engineering courses. (FL)

ED 185 593 CS 205 515

*Gallo, Donald R., Ed.*

**Poetry: Reading, Writing, and Analyzing It.**

Connecticut Council of Teachers of English.

Pub Date-79

Note-135p.; The Connecticut Council of Teachers of English is an affiliate of the National Council of Teachers of English.

Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 36117, $4.25 member, $5.00 non-member)

Journal Cit-Connecticut English Journal; v10 n2 Spr 1979

Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-*Creative Writing, *Critical Reading, Elementary Secondary Education, *English Instruction, Higher Education, Literary Criticism, *Poetry, *Teaching Methods, *Writing Instruction

The theme of this issue of the Connecticut English Journal'' is poetry instruction. Numerous ideas, examples, programs, and resources are offered to help students and teachers learn to read, analyze, write, and enjoy poems. The 28 articles and poems provide interpretations of what poetry is, ideas for publishing student writing, strategies for writing poetry, and techniques for teaching poetry to young children and junior and senior high school students. Representative poetry anthologies and bibliographies of poetry materials for students and teachers are also listed. (RL)

ED 185 658 EA 012 587

*Ragan, Stephen W.*

**PERT and CPM: A Comparison with Implications for Education.**

Pub Date-76
Note-25p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Critical Path Method, *Diagrams, *Educational Planning, Long Range Planning, *Management Systems, Networks, School Districts, Systems Analysis, *Systems Approach, *Systems Development
Identifiers-*Program Evaluation and Review Technique

Two systematic ways of analyzing and planning the components of a program or project, both used extensively by industry and government, are discussed in this paper. The methods are Program Evaluation and Review Technique (PERT) Networks and Critical Path Method (CPM) Arrow Diagrams. The purposes of this paper are (1) to explore the need for systematic planning in education, (2) to compare CPM and PERT both in the past and in the present, (3) to explain the critical rules for developing PERT Networks and CPM Arrow Diagrams, (4) to list the implications for education that may be seen in each of these methods, and (5) to explore the future of systems planning in education. This paper is intended to be used by any educator who wants to improve his or her school district, building, or classroom through effective planning and systematic development of specified objectives. (Author)

ED 185 703 EA 012 662

*Hatch, Elizabeth Foley, Robert*

**A Guide to Developing Educational Leadership Potential.**

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-79
Note-81p.; Exhibit 9 may be marginally legible.
Available from-Education Development Center, EDC/WEEAP Distribution Center, 39 Chapel Street, Newton, MA 02160 ($1.75; add 20% of the cost of the materials to cover shipping; all orders under $20 must be prepaid)
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Case Studies, Decision Making Skills, *Educational Administration, *Internship Programs, *Minority Groups, Needs Assessment, *Program Descriptions, Records (Forms), School Districts, Surveys, *Teacher Administrator Relationship, *Women Teachers

This document, based on the experiences of the authors in five Iowa school districts, describes a program for encouraging women and other minorities to become school administrators. Chapter 1 discusses promoting the awareness that discrimination is a significant problem. Methods described are use of a sponsorship program for informal contact between administrators and staff members, and an internship program for exploring interest and potential in the area of administration. Chapter 2 presents behavioral studies on specific cognitive and skill-building components and defines power, influence, responsibility, and authority as they pertain to decision-making. A final chapter discusses experiences of the authors while implementing the program in districts of various sizes and ethnic compositions. Included is a copy of a needs assessment survey and a bibliography covering women in administration titles from January, 1977-June, 1979. (Author/LD)

ED 185 767                                                                EC 123 922

*Jenkins, Joseph R. And Others*

**Measuring Pupil Progress Toward the Least Restrictive Environment.**

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report NO.-IRLD-Mono-10

Pub Date-Aug 79

Contract-300-77-0491

Note-32p.; See also EC 123 901-925.

Pub Type- Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Accountability, Compliance (Legal), Data Collection, *Disabilities, Elementary Secondary Education, *Evaluation Methods, Federal Legislation, *Mainstreaming, *Student Evaluation, Student Placement

Identifiers-Education for All Handicapped Children Act

The authors consider reasons for increased emphasis on measuring pupil progress in special education, the use made of pupil progress data, the desirable qualities of measurement systems, and some problems associated with current commercially available data systems. Techniques for measurement are discussed, based on the requirements of P.L. 94-142, the Education for All Handicapped Children Act, for the least restrictive environment (LRE). The authors assert that measurement rooted in the principle of LRE is more consistent with the intents of the law and more useful. In addition, they suggest that such measurement better meets the requirements for technical adequacy. (Author/CL)

ED 185 281 CE 024 492

*Dreith, Rita Vallero Kreps, Alice Roelofs*

**Community Living Skills Guide: Wardrobe I: Seasons, Occasions, Colors, Patterns.**

Metropolitan State Coll., Denver, Colo.

Pub Date- 76

Note-28p.; For related documents see CE 024 470-488 and CE 024 490-493.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Adult Education, Behavioral Objectives, Class Activities, *Clothing, Course Descriptions, Curriculum Guides, Daily Living Skills, *Developmental Disabilities, Guidelines, Individualized Instruction, Institutionalized Persons, Learning Activities, Lesson Plans, *Normalization (Handicapped), Rehabilitation, Residential Programs, *Self Care Skills, Teaching Guides

Identifiers-College for Living, Metropolitan State College CO

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, Wardrobe I. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. Goals and objectives for the course include gaining a basic understanding of colors, use of patterns, appropriate seasonal dress, and appropriate dress for specific occasions by individualized instruction through one to three quarters of instruction. Contents include a test for the course; lesson plans with teacher notes, classroom activities, homework assignments, and handouts (exercises); and a vocabulary list. Additional ideas for using the materials are suggested. The course, Wardrobe II, is available as CE 024 493. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide of fourteen courses) are available separately. (See note.) (YLB)

ED 185 378 CE 024 969

*Brower, Sally M.*

**Mechanisms for Vocational Education CETA Coordination: A State of the Art Report, Volume II. Interim Report.**

Conserva, Inc., Raleigh, N.C.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.--498AH80004

Pub Date-Jan 80

Contract-300-78-0583

Note-99p.; For related documents see ED 181 301 and CE 024 967-971.

Pub Type- Information Analyses (070) - Reports - Descriptive (141)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-*Coordination, Demonstration Programs, *Employment Programs, Federal Programs, *Methods, *Models, Program Effectiveness, Program Improvement, School Business Relationship, *Vocational Education, Youth Employment, Youth Programs

Identifiers-*Comprehensive Employment and Training Act Title IV, *Prime Sponsors

This document is the second volume of a three-volume state-of-the-art report based on a study conducted to identify and analyze the effective mechanisms for facilitating coordination of vocational education programs with Comprehensive Employment and Training Act (CETA) Title IV youth programs. Included in this volume is a distillation of information from the first volume (CE 024 968), which contains descriptions of 111 coordinated programs, funded primarily under Title IV. The introduction found in chapter 1 presents the background information on the study. The second chapter synthesizes the major approaches to vocational education-prime sponsor coordination into three models: service delivery model, administrative model, and full program coordination model. Chapter 3 discusses the mechanisms that appear to be representative of the kinds of generic things that are happening in the field. These mechanisms are classified by the following six activity/service areas which guided the nominations of the programs: administrative affairs and outreach, assessment, counseling, and supportive services. The fourth

and final chapter presents conclusions about the nature of vocational education-CETA coordination activities under Title IV and activities necessary to improve and sustain vocational education-CETA coordination. (BM)

*Hinkley, Nancy E.*
**Sexuality and Aging: Implications for Long Term Care.**
Pub Date-Nov 79
Note-24p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979).
Pub Type- Reports - General (140) - Guides - General (050) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Adult Development, Aging (Individuals), Attitude Change, *Individual Needs, Inservice Education, Interpersonal Relationship, Models, Nursing Homes, *Older Adults, *Professional Personnel, *Residential Care, *Sexuality, *Staff Development

With increasing emphasis on treating the whole person, on the maintenance of an individual's former life style, and on patients' rights, long-term care personnel need to become aware that many nursing home residents experience needs related to their sexuality. A model two-day workshop is presented wlth a focus on the following topics: (1) a broad understanding of sexuality; (2) the need for interpersonal relationships among the aging; (3) common myths regarding sexuality and aging; (4) physical changes related to sexuality; and (5) the development of programs within the long term care facility that will help residents to meet needs related to their sexuality. A complete model of the workshop, outline of content, resources utilized, a listing of questions and issues raised and discussed, and a summary of participant evaluations are also included. (Author/BMW)

ED 185 459 CG 014 307

**Report and Recommendations of the Governor's Task Force on the Mental Health of Juvenile Offenders. Final Edition.**

Pennsylvania State Dept. of Public Welfare, Harrisburg.
Pub Date-21 Dec 78
Note-69p.
Pub Type- Information Analyses (070)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Adolescents, *Community Health Services, Delinquency, *Delinquent Rehabilitation, Delivery Systems, Facilities, *Juvenile Courts, *Mental Health Programs, *Rehabilitation Centers, State Surveys, Youth Problems, *Youth Programs
Identifiers-*Pennsylvania

The Governor's Task Force on the Mental Health of Juvenile Offenders in the state of Pennsylvania conducted a statewide survey of facilities for the care, treatment, and rehabilitation of adolescents between 12 and 18 years of age. The Task Force surveyed mental hospitals, community-based services, private psychiatric treatment centers, youth development centers, private training schools, county detention homes, day treatment centers, and youth forestry camps throughout the state as well as innovative approaches used by other states. Recommendations made by the Task Force to implement the delivery of mental health services to juvenile offenders centered on: (1) pre-adjudication/predisposition mental health services available to the juvenile court system; (2) provision of ambulatory mental health services at youth development centers and similar programs; (3) decentralized maximum security beds for hard core offenders and secure decentralized psychiatric inpatient beds; (4) establishment of aftercare services and a professional unit liaison with the Office of Social Services; and (5) a review of existing laws affecting juvenile offenders. (Author/HLM)

ED 185 526 CS 005 392

*Ollila, Lloyd O., Ed.*

**Handbook for Administrators and Teachers: Reading in the Kindergarten.**

International Reading Association, Newark, Del.
Pub Date-80
Note-108p.; Some small print may be marginally legible.
Available from-International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE (Order No. 728, $3.00 member, $4.50 non-member)
Pub Type- Books (010) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-*Administrator Role, Guides, *Kindergarten, Program Descriptions, Program Evaluation, Program Improvement, *Reading Instruction, Reading Programs, *Teacher Role

This handbook is designed to assist those who administer kindergarten reading programs. Although its primary focus is upon the role of the principal, the handbook also contains ideas for kindergarten teachers. The first chapter provides background information about the place of reading in the kindergarten and offers some insights into various effective reading programs. The second chapter examines typical characteristics and diversities of the five-year-old child. The third chapter focuses specifically on the administrator's role in developing a kindergarten reading program and suggests ways of working with teachers and parents. The fourth chapter provides guidelines for implementing a reading program, while the fifth chapter describes different patterns for organizing such a program. The final chapter presents a plan for continuous diagnosis and assessment of the program. (FL)

ED 185 723 EC 123 533

**Special Report on Dental Care for Handicapped People.**

Public Health Service (DHEW), Arlington, Va.; Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-Dec 79
Note-65p.
Pub Type- Reports - General (140) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Dental Health, Dental Schools, *Dentists, *Disabilities, *Health Services, Professional Education
Identifiers-*Department of Health Education and Welfare

The document presents a Department of Health, Education and Welfare (HEW) special report on dental care for the handicapped. The nature and extent of the problem of providing dental services to the handicapped population is examined. The handicapped population is defined and their oral health status reviewed. Factors contributing to the poor oral health of the handicapped are considered. Current HEW programs impacting on dental care for handicapped people are described, including those in the Health Care Financing Administration, Office of Education, Office of Human Development Services, and Public Health Service. Nine areas needing strengthening or improvement are discussed, including the coordination of federal activities related to the oral health of the handicapped and the training of dental students and practicing dentists in the care of handicapped persons. Fourteen suggested actions for the department are offered, including the establishment of a focal point within the department for activities relating to the oral health of handicapped people, and changes in the Medicaid law and/or regulation. (DLS)

**An Experiential Learning Model for Students with Disabilities: Internships and Career Development.**

California Univ., Berkeley.

Pub Date- 80

Note-20p.; The project was supported by the Fund for the Improvement of Postsecondary Education. For related information, see EC 124 089. Pictures in text will not reproduce clearly.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Career Development, *College Programs, *College Students, *Demonstration Programs, *Experiential Learning, Higher Education, Internship Programs, *Physical Disabilities, Work Study Programs

Identifiers-*Academic Internship Program CA

The Academic Internship Program for Handicapped Students at the University of California, Riverside, focuses on the multiple career development problems faced by college students with physical disabilities. The problems these students face include a narrow range of career exposure, lack of work experience, prejudice and stereotyping by employers, and lack of interest in their career development by faculty members. The project addresses these problems by providing students with part time paid and volunteer internships, educating local employers concerning their support of the internship program, and encouraging more active involvement of faculty in the career development of these students. The booklet includes sections on the following: faculty involvement, project management and staffing, internship development, placement of interns, resolution of student transportation problems, career development, program relationship to support services and allied professionals, and future plans. (SBH)

ED 185 812 FL 011 169

*Hendrickson, James M.*

**Listening and Speaking Activities for Foreign Language Learners.**

Pub Date-79

Note-20p.; Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages (Atlanta, GA, November 1979).

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Audiolingual Skills, *Class Activities, Communication Skills, Communicative Competence (Languages), Educational Games, Group Activities, Instructional Materials, Language Proficiency, Language Skills, *Learning Activities, Listening Comprehension, *Listening Skills, *Second Language Instruction, *Second Language Learning, Speech Communication, *Speech Skills, Teaching Methods

A description is presented of forty classroom-tested activities for motivating students to practice listening comprehension and speaking skills in any foreign language. Some of the activities include practical suggestions and follow-up activities. All the activities are preceded by a statement of purpose, categorized by proficiency levels (beginning, intermediate, and advanced), and grouped under three subheadings: (1) tete-a-tete conversations, (2) small group interactions, and (3) whole class activities. The table of contents is arranged to provide a cross-reference to each communication activity. A list of sources is included. (Author/AMH)

*Bailard, Thomas E. And Others*
**Personal Money Management. Third Edition.**
Science Research Associates, Inc., Chicago, Ill.
Report NO.-SRA-13-2395
Pub Date-80
Note-612p.; For related documents see CE 023 968-969.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Books (010)
**EDRS Price - MF03/PC25 Plus Postage.**
Descriptors-*Banking, *Budgeting, Career Planning, *Consumer Education, Credit (Finance), Decision Making, Estate Planning, Housing, Income, *Insurance, Investment, Long Range Planning, *Money Management, Postsecondary Education, Purchasing, Real Estate, Retirement, Taxes, Textbooks, Two Year Colleges

This text for a junior college or college level course in personal finance contains five units organized around these clearly defined strategies: (1) setting one's financial goals, planning a career, preparing personal financial statements, and setting up a budget; (2) protecting one's income and assets through effective use of insurance; (3) stretching one's income by means of planning, wise use of credit, and careful purchases of automobiles, consumer durables, and housing; (4) investing income and assets; and (5) planning for the future by implementing the last three strategies (retirement and estate transfer). Emphasizing the how-to approach (a goals-strategies-implementation approach), the text includes step-by-step procedures to determine needs and to make difficult financial decisions. The format for the twenty-two chapters includes the following: informative materials, vocabulary list, questions, case problems, and recommended reading list. A Chuck and Nancy Anderson case problem series continues throughout the text and shows the interrelationships of all financial decisions. Appended materials include a consumer agency guide, social security addendum, compound interest tables, and glossary of over 600 financial terms. A teacher's guide (CE 023 969) and study guide (CE 023 968) accompany this text. (YLB)

ED 185 397 CE 025 045

**An Operational Definition of Vocational Counseling in Indiana/Instrument Development. Final Report.**

New Educational Directions, Crawfordsville, Ind.
Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date-31 Jan 80
Note-17p.; Some pages in this document will not reproduce well due to light type. For a related document see CE 025 046.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Career Education, *Career Guidance, Definitions, Demonstration Programs, Educational Assessment, *Program Development, *Program Effectiveness, Program Implementation, Program Improvement, School Counselors, Secondary Education, Test Construction, Vocational Education Teachers
Identifiers-*Indiana

A project was conducted (1) to obtain an operational definition of vocational guidance as it is practiced in Indiana's secondary schools, (2) to establish a model vocational guidance program as defined by panels of Hoosier practitioners, and (3) to develop an objective, self-administered instrument designed to assess movement toward the model vocational guidance program. In the first of two phases of the project, 174 Indiana secondary school counselors were interviewed regarding the vocational guidance services they provide. In phase 2 practitioners from vocational education and guidance and counselor education were used to identify vocational guidance program functions and means for providing vocational guidance services. Products of the project included the framework for a model vocational guidance program, an outline for organizing comprehensive vocational guidance, planning that includes all service deliverers, and checklists for assessing the existence and quality of vocational guidance services. (LRA)

ED 185 504 CS 005 366

*Weintraub, Sam And Others*

**Summary of Investigations Relating to Reading, July 1, 1978 to June 30, 1979.**

International Reading Association, Newark, Del.

Pub Date-80

Note-336p.

Available from-International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19711 (Order No. 942, $6.00 member, $8.00 non-member)

Pub Type- Books (010) - Reference Materials - Bibliographies (131) - Reports - Research (143)

**EDRS Price - MF01/PC14 Plus Postage.**

Descriptors-Elementary Secondary Education, Reading Comprehension, Reading Difficulties, *Reading Improvement, *Reading Instruction, Reading Processes, *Reading Research, Research Methodology, Research Projects, *Teacher Education

This annual publication contains summaries of more than 1,100 reading research reports that appeared in print between July 1, 1978 and June 30, 1979. The summaries are arranged into six major categories. The first category contains a listing of other general bibliographies offering summaries of reading research, while the second category presents summaries of studies concerned with teacher preparation and practice. The third category contains summaries of reports concerned with the sociology of reading. The majority of summaries appear in the fourth category, which deals with the physiology and psychology of reading. Report summaries placed in the fifth category cover the teaching of reading, while the final category presents summaries of studies concerned with the reading of atypical learners. (FL)

ED 185 549 CS 205 453

*Agee, Hugh*

**Hackneyed, Acned, or Just Plain Good: Perceiving Quality in Young Adult Fiction.**

Pub Date-Mar 80

Note-20p.; Paper presented at the combined Annual Meeting of the Secondary School English Conference and the Conference on English Education (Omaha, NE, March 27-29, 1980).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Adolescent Literature, Adolescents, *Evaluation Methods, *Literary Criticism, *Literature Appreciation, Novels, Secondary Education

A rating scale was developed by Stephen Dunning for evaluating adolescent literature objectively. The distinguishing features of the scale's five categories are designed to produce a numerical score between 5 and 25 (each category a 1-to-5 ranking for poor/excellent quality), indicating the relative worth of a specific literary work. The first four categories are traditional elements of literary analysis: style, structure, characterization, and theme. The fifth category, adult role and adult/adolescent relationships, is a unique feature of most adolescent literature. Raters who use this scale have discovered that their ratings do not always match their subjective reactions; so one adjustment to using the scale is the addition of written statements to augment the numerical ratings and to document the similarities and differences between objective and subjective responses. Samples of eleventh grade student ratings and responses have been compared to those of teachers, illustrating how students and teachers respond to literature in different ways. (The novels rated and discussed are Maureen Daly's Seventeenth Summer,'' If I Love You, Am I Trapped Forever?'' by M. E. Kerr, Robert Cormier's The Chocolate War,'' and Alice Childress' A Hero Ain't Nothin' But a Sandwich.'') (RL)

ED 185 615 CS 502 881

*Metallinos, Nikos*
**Empirical Studies on Television Composition.**
Pub Date-Jan 80
Note-30p.; Essay prepared at Temple University.
Pub Type- Information Analyses (070) - Opinion Papers (120)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Acoustics, *Editing, *Production Techniques, *Research Needs, *Research Problems, State of the Art Reviews, *Television, Television Lighting, *Television Research

A review of research on television's major compositional factors was undertaken to determine the status of such research and to note the major variables involved in the structure of television pictures. It was found that such research could be grouped in four categories lighting and color, staging, editing, and sound and that these areas covered only a small portion of the compositional variables involved in the structure of television images. It was suggested that one reason for the slow development of empirical research on television composition was the inability of early media theorists to distinguish television from film in terms of scope and nature. Other possible explanations for the dearth of research on television composition are the complexity inherent in the control and measurement of television's compositional factors and the lack of understanding of biometric research procedures, particularly in the areas of perception, neurology, and physiology. (Author/RL)

ED 185 659 EA 012 588

*Lutz, Frank W. McDonnell, Thomas F.*

**Machine Politics in Local School Districts.**

Pub Date-Apr 80
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Boards of Education, *Educational Theories, *Governance, *Political Influences, *Political Power, *School Districts
Identifiers-*Pennsylvania

One purpose of this paper was to describe the present process of machine government and private-regarding practices in local school government. Another purpose was to theorize from these data, based on selected conceptual notions, about the political process in educational governance. Data for the study came from a Pennsylvania superintendent whose school district was involved in charges of school board member corruption. The paper offers a descriptive account of the community, the political machine, and the amount of money involved, as well as how the system operated. The major conclusion stemming from the data, is that private-regarding machine government still exists in the governance of public education, and it can, and often does, produce corruption in that government. Further, it appeared that as corruption occurred in the districts mentioned, it was intricately entwined with machine politics and corruption at all levels of government. The paper theorizes that when an electorate becomes dissatisfied with a machine-type school board, it can be more effective in changing the board through the elective process than it can be when dissatisfied and confronted with a reform-type school board structure. (Author/LD)

ED 185 681 EA 012 615

*Sanders, Jack*

**Factors Affecting the Transportability of the State Consultant Model to Another Region: The Mutual Adaptation of the State Consultant Model and of the Structure of AEL's Educational Services Office.**

Appalachia Educational Lab., Charleston, W. Va.
Pub Date-Apr 80
Note-40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Accountability, Change, Consultants, *Education Service Centers, *Organization, Program Descriptions, Program Evaluation, *Program Implementation, *Regional Laboratories, Surveys
Identifiers-Appalachia Educational Laboratory WV

The Educational Services Office (ESO) of the Appalachia Educational Laboratory (AEL) sought an organizational strategy that would improve its ability to meet client demand without sacrificing the integrity of its programs or the fulfillment of its institutional responsibilities. Three alternative organizational strategies were identified: full-time assignment of staff to specific programs, a matrix management strategy (assigning staff by function across programs), and the state consultant model (assigning staff to specific states across programs). These three strategies were assessed using criteria extrapolated from a third-party survey of client preferences. These criteria included accessibility of staff, clear channels of communication, increased visibility of the laboratory, availability of on-site technical assistance, and expansion of information services. The state consultant model (SCM) emerged as the best strategy and was then assessed using internal office criteria derived from experience with a previous ESO organizational strategy. Based on this assessment, adaptations of the SCM were made. These adaptations included utilizing four data sources in matching states with available grants, appointing evaluators to monitor progress, and developing accountability procedures. These mutual adaptations'' are considered to be factors affecting the transportability of the model. Appended is a six-month state consultant plan for the ESO. (Author/JM)

ED 185 745 EC 123 646

**Educational Programs That Work: Special Education.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-80

Contract-300-77-0415

Note-66p.

Available from-Far West Laboratory for Educational Research and Development, Order Department, 1855 Folsom St., San Francisco, CA 94103 ($5.50 prepaid).

Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Demonstration Programs, *Disabilities, Elementary Secondary Education, *Financial Support, *Program Descriptions, *Program Effectiveness, *Program Implementation, Special Education, *Validated Programs

Identifiers-*National Diffusion Network

Exemplary programs for special education of handicapped children are outlined in the National Diffusion Network (NDN) catalog. The 46 programs are listed with the following information: descriptors, target audience, description, evidence of effectiveness, implementation requirements, financial requirements, services available, and contact person. Projects are listed in alphabetical order. Separate listings of the 13 Bureau of Education for the Handicapped funded projects and 30 NDN funded projects are also provided, as well as a listing by state of the NDN facilitators and their addresses. Among programs included in the catalog are the Communications Workshop (NJ), Early Prevention of School Failure (IL), Family-Oriented Special Education Preschool Program (MN), and Program for Children with Down's Syndrome (WA). (PHR)

ED 185 302 CE 024 637

*Zook, Doris And Others*

**Buying a Car: Decisions, Decisions. Book Two. Project Drive.**

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-39p.; For related documents see CE 024 635-643. Not available in paper copy due to light and broken type.
Available from-Lancaster-Lebanon Intermediate Unit 13 Adult Education, Box 5026, Lancaster, PA 17601 ($10.00 for set of nine booklets)
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Adult Basic Education, Basic Skills, Certification, Consumer Education, Decision Making, *Driver Education, *English for Special Purposes, Functional Literacy, Language Handicaps, Language Skills, Learning Activities, Learning Modules, Motor Vehicles, *Purchasing, *Reading Difficulties, *Reading Improvement, *Second Language Instruction, Spanish Speaking, Vietnamese
Identifiers-Project Drive

This Project Drive booklet titled Buying a Car: Decisions, Decisions is one of eight booklets designed for intermediate level English-as-a-second-language students and low-level adult basic education/basic reading students. The goal of the booklet is to aid the student in developing the oral and sight vocabulary necessary for a basic driver training program. The booklet contains exercises designed either for individual instruction or group work. Appended material includes supplementary exercises, a pretest and posttest, and a word list of important vocabulary presented in each unit of the booklet. (LRA)

ED 185 322 CE 024 776

*Adams, Jill J. Evans, Carol J.*

**Internship Project: Evaluation and Model.**

Rockhurst Coll., Kansas City, Mo.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-76
Note-59p.; Not available in paper copy due to broken print.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Adult Education, Career Development, *Careers, *Consultation Programs, *Employed Women, Employment Opportunities, Females, Human Resources, *Internship Programs, *Nontraditional Occupations, *Professional Occupations, Program Evaluation, Work Experience
Identifiers-Missouri (Kansas City), Speakers Bureaus, Womens Educational Equity Act

A project funded by a Women's Educational Equity Act grant provided women greater access to and awareness of nontraditional career opportunities and gave successful Kansas City, Missouri, professional women greater visibility in the community. The three components were (1) an internship program during which a woman intern was placed under supervision of an established woman professional working in a nontraditional career area, (2) a Reference Bank composed of women professionals in nontraditional career areas for use by women seeking specific career information, and (3) a Speakers Bureau with talented women from various career areas available to speak about women's career possibilities and provide encouragement for women considering nontraditional careers. Evaluation of the internship component included evaluative questionnaires completed by interns and supervisors, verbal critique in informal conversation, and informal follow-up of the interns. The internship program proved valuable for women interested in testing a decision concerning specific career areas and committed to gaining additional training necessary to qualify for a particular occupation. Development of a Speakers Bureau and Reference Bank were natural outgrowths of the internship program because of the professional contacts made while identifying supervisors. (Appendixes, amounting to two-thirds of the report, include project materials and evaluation forms and results.) (YLB)

ED 185 341 CE 024 822

*Ricks, Betty R., Ed. Schmidt, B. June, Ed.*

**Competency-Based Course Outlines for Business and Office Education. Secretarial, Stenographic, Typewriting and Related Occupations.**

Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date-Sep 79

Note-198p.; Some pages with thin type will not reproduce well. For a related document see CE 024 821.

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors-Business Skills, Clerical Occupations, Competency Based Education, Course Content, High Schools, Minimum Competencies, *Office Occupations, *Office Occupations Education, Shorthand, Skill Development, Teaching Guides, Typewriting

Identifiers-Virginia

This guide contains course outlines designed to assist teachers with the identification of research-based competencies for courses in business and office education. Outlines are provided for seven courses: typewriting, clerk typist one, clerk typist two, stenography one, stenography two, beginning shorthand, and advanced shorthand. Following a brief description of the course, each outline is divided into three sections: topical outline, enabling competencies, and terminal competencies. (LRA)

ED 185 359 CE 024 869

**Youth Chance. A Program of the San Francisco Mayor's Office of Employment and Training.**

Lesser & Ogden Associates, San Francisco, Calif.
Spons Agency-San Francisco Foundation, Calif.; Zellerbach Family Fund, San Francisco, Calif.
Pub Date-80
Note-43p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Adolescents, *Dropout Programs, Dropouts, *Educational Opportunities, Employment Potential, Employment Programs, *High School Equivalency Programs, Individualized Instruction, Job Skills, Nontraditional Education, Private Schools, Unemployment, *Work Experience Programs, Young Adults, *Youth Employment, Youth Opportunities, *Youth Programs
Identifiers-California (San Francisco), Comprehensive Employment and Training Act, *Youth Chance, Youth Community Conservation Improvement Program

The San Francisco-based YMCA Youth Chance began in 1978 as a Youth Community Conservation and Improvement sweat program'' a means of providing unemployed high school dropouts with CETA (Comprehensive Employment and Training Act)-funded jobs. Youth Chance continues to train males and females, 16-19 years of age, who meet CETA requirements. However, it also offers a comprehensive program in both worksite training and classroom education for which it maintains its own private high school. The educational component, now funded entirely by grants from Zellerbach Family Fund and San Francisco Foundation, is considered largely responsible for the program's success. It influences students' employability, academic goals, self image, and skills levels. While involved in the program, youth (1) work four hours per day, four days per week, at a site in their area of training; (2) attend classes four days a week for two hours; and (3) meet with counselors and participate in a job search. Crucial factors in program success, as indicated by high overall placement of youth who have failed consistently elsewhere, include comprehensiveness of program design, staff cooperation, individual attention for each participant, and a high caliber teacher staff. Reviews of four other San Francisco youth programs are appended to provide a range of approaches to youth employment which may be compared to methods and objectives of Youth Chance. (YLB)

ED 185 416 CE 025 174

*Wysong, H. Eugene*

**Reducing Career Barriers Resulting from Sex Role Stereotyping. A Self-Intervention Manual for School Personnel.**

Ohio State Dept. of Education, Columbus. Div. of Guidance and Testing.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-33p.; Not available in paper copy due to thin type.
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Behavior Change, Careers, Check Lists, Expectation, Interpersonal Relationship, School Personnel, *Self Evaluation (Individuals), *Sex Bias, *Sex Fairness, *Sex Role, *Sex Stereotypes

Utilizing a personal, conversational writing style, this self-intervention guide for school personnel is designed (1) to facilitate one's thinking about one's personal expectations and behaviors which might be influenced by sex role stereotyping, and (2) to change one's behaviors that might create barriers to students' career choice or development. Through a series of personal reflections, checklists, short answer exercises, and assignments, the guide helps its reader explore past cultural experiences; personal views about sex roles in employment, decision making and basic ability levels; communication patterns with students; and barriers to sex equity in one's own school. (MEK)

ED 185 481 CG 014 379

**Quality Assurance in Mental Health Centers.**

Southern Regional Education Board, Atlanta, Ga.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Manpower and Training Programs.
Pub Date-79
Grant-1-T15-MH14703
Note-30p.; For related documents see CG 014 377-378 and CG 014 380-381.
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Accountability, Community Services, Federal Regulation, *Mental Health Clinics, *Peer Evaluation, *Program Effectiveness, Program Evaluation, *Quality Control, *Standards, State of the Art Reviews

Federal legislation requires mental health centers to establish quality assurance programs which seek to maintain or improve the quality of a center's health care services. Three general measures of quality are: (1) input standards for staff and the setting providing care; (2) process standards for the quality of treatment; and (3) outcome standards for the results of care. Federal guidelines recommend that mental health centers model their quality assurance programs after the

Professional Standards Review Organization's (PSRO) assessment method. However, PSRO activities evaluate physical health care, and they focus primarily on input measures of quailty. Contrarily, quality assurance programs in mental health centers focus on the treatment process. Clinical peer review is the major monitoring tool, and only clinical personnel may conduct peer reviews and make quality assurance decisions. Although every mental health center's standards should reflect normative mental health standards, each center's standards should be flexible, meet local needs and be self-imposed. (Author/MLT)

ED 185 572 CS 205 488

*Tafoya, Terry*

**Coyote in the Classroom: The Use of American Indian Oral Tradition with Young Children.**

Pub Date-Nov 79

Note-12p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 8-11, 1979).

Pub Type- Guides - Classroom - Teacher (052) - Information Analyses (070) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*American Indian Literature, American Indians, *Child Psychology, Childrens Literature, Elementary Education, *Folk Culture, *Language Arts, *Legends, *Story Telling, Teaching Methods

Identifiers-*Fairy Tales

Stories from oral tradition such as legends, myths, and fairy tales may more fully describe reality than any newscast for young children. As Bruno Bettelheim points out, stories meet the psychological need of all human children. The Yakima Indian legend When Mosquitos Ate People'' can be used in a flannel board story telling setting with young children. In the story the mosquito man is a giant whom children may see as representing adults and the coyote is small, but his cunning allows him to defeat the monster. This legend touches the child's perception of himself or herself and the relationship of the child to the world. Many stories, such as this one, deal with seeing through the eyes of different animals, altering a listener's perception and serving to round out one's personality. By placing the story in an earlier time, the problem of confusing the actions taking place in the legend with reality is removed. Traditionally the manner of story telling deals with instilling certain cultural values and concepts. American Indian stories are told in a cycle or when the time is appropriate, and constantly referred to illustrate points that the child should remember to modify his or her behavior. Indian story collections that may be used in the classroom include the NW Indian Readers Series,'' Grandfather Stories of the Navahos,'' Son of Raven, Son of Deer,'' and Wo Ya-Ka-Pi.'' (MKM)

*Van Metre, Patricia D.*
**The Syntax of Bilingual Children: A Comparative Study.**
Pub Date-Nov 78
Note-46p.; Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association (Albuquerque, NM, November 1-4, 1978).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Bilingualism, Bilingual Students, Developmental Stages, Elementary Education, Grade 3, Language Acquisition, *Language Research, Linguistic Competence, *Monolingualism, Native Speakers, *Reading Achievement, *Syntax

The interview techniques developed by Carol Chomsky were used in a comparative study of the language acquisition of 32 bilingual and monolingual third grade students. After these students were matched for age, socioeconomic status, IQ, family environment (both parents in the home), and reading ability, they were placed in four group bilingual-high reading ability (BH), bilingual-low (BL), monolingual-high (MH), and monolingual-low (ML). Over a period of two weeks, the four boys and four girls in each group were interviewed in four situations designed to have students determine implicit subjects (ask/tell), verbs (promise/tell), underlying relationships not expressed in surface structure, and pronominalizations. The major group differences that were found for these patterns of language development were between high/low reading achievement groups, not between bilingual and monolingual children. Chomsky's major findings were confirmed, showing the late acquisition of some syntactic structures and the wide range of differences in rate of acquisition among children. But acquisition of the selected grammatical structures was found to be a function of individual development rather than age. Some of the data also raised questions regarding the order of acquisition within the supposed hierarchy of language constructions. Another significant finding that differed with Chomsky's findings was that ask/tell and promise structures were not known by all children over nine years old. (RL)

ED 185 637 EA 012 373

Salary Report National Association of Secondary School Principals, Reston, Va.
Pub Date-Jan 80
Note-9p.; For related documents, see ED 168 152 and EA 012 369-370.
Pub Type- Numerical/Quantitative Data (110) - Reports - General (140)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Assistant Principals, Comparative Analysis, Elementary Secondary Education, Enrollment, Expenditure Per Student, *National Surveys, *Principals, *Salaries, Tables (Data), Trend Analysis

Using information obtained from the Educational Research Service, this report briefly summarizes in table form the current salary schedules for principals and assistant principals. Section 1 compares 1979-80 minimum and maximum salary schedule summaries by school district enrollment size. Section 2 makes the comparison by using a per pupil expenditure factor. Section 3 contains an analysis of trends in maximum scheduled salaries from 1976-77 to 1979-80. The survey was intended primarily for school administrators who determine the salaries and wages of public school personnel. The major purpose of the survey was to provide administrators with accurate data to allow them to compare employee compensation levels in their system with those in other school districts of comparable enrollment size and per pupil expenditure level. (Author/JM)

ED 185 768 EC 123 923

*Ysseldyke, James E. Algozzine, Bob*

**Perspectives on Assessment of Learning Disabled Students.**

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report NO.-IRLD-Mono-11
Pub Date-Oct 79
Contract-300-77-0491
Note-37p.; See also EC 123 901-925.
Pub Type- Opinion Papers (120) - Information Analyses (070)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Elementary Secondary Education, *Evaluation Methods, *Learning Disabilities, *Student Evaluation, *Testing Problems

The paper considers problems in current assessment and evaluation practices with learning disabled students and discusses forces for change. Among the weaknesses noted are inadequate conceptual and definitional frameworks, practitioner bias, and technical inadequacies of currently used norm referenced tests. The authors outline three factors influencing change: move to curriculum based assessment, increased concern for teacher accountability, and better application of research findings in educational practice. (Author/CL)

ED 185 813 FL 011 173

*Taggart, Gilbert, Ed.*

**L'enseignement des langues: Pour qui? Pour quoi? (Language Teaching: For Whom? For What Purpose?). Proceedings of the annual Symposium of the Canadian Association of Applied Linguistics (7th, Sherbrooke, Canada, May 6, 1976). Publication B-62.**

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-77

Note-133p.

Language-English; French

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-Communication Skills, Communicative Competence (Languages), *English, *English (Second Language), English Instruction, Error Analysis (Language), *French, Language Research, Languages for Special Purposes, Language Styles, Learning Processes, Literature, *Native Language Instruction, *Objectives, *Second Language Instruction, Second Language Learning, Teaching Methods

These 16 papers in French and English deal with questions related to the purpose of learning a language, one's native language as well as a second one. Specifically, the presentations deal with the following topics: (1) consideration of learners' needs; (2) the usefulness of learning English in Quebec; (3) the tension between knowledge and competence with regard to a second language; (4) language styles; (5) norms in the teaching of French as a native language; (6) language for special purposes with reference to French as a second language; (7) error analysis and the teaching of second languages; (8) literature in teaching French as a native language; (9) teaching and learning strategies; (10) methods in teaching French as a native language; (11) communication skills; (12) techniques for teaching language skills to native speakers of English; and (13) perspectives for the future. The contributors are: K. Chastain, A. Boudreau, M. Perez, A. Lowe, J. Hamers, G. Bibeau, R. Pelchat, H. Cedergren, L. Van Toch, M. Buteau, A. Mareuil, H. Holec, S. Savignon, Y. Sirois, A. Sharma, and D. Girard. (AMH)

ED 185 263 CE 024 473

*Huebner, Martha Kreps, Alice Roelofs, Ed.*
**Community Living Skills Guide: Beginning Spanish.**
Metropolitan State Coll., Denver, Colo.
Pub Date- 76
Note-18p.; For related documents see CE 024 470-488 and CE 024 490-493.
Language-English; Spanish

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Adult Education, Behavioral Objectives, Class Activities, Course Descriptions, Curriculum Guides, Daily Living Skills, *Developmental Disabilities, Guidelines, Individualized Instruction, Institutionalized Persons, Learning Activities, Lesson Plans, *Normalization (Handicapped), Rehabilitation, Residential Programs, *Second Language Instruction, *Spanish, Teaching Guides
Identifiers-College for Living, Metropolitan State College CO

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, Beginning Spanish. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. Focus of the materials is on the student's ability to communicate orally with the help of visual aids. Objectives, vocabulary, activities, and materials needed are provided for thirteen steps on such topics as colors and shapes, greetings, counting, foods, animals, days of the week and months, family members, articles of clothing, parts of the body and the senses, and activities at home and school. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

ED 185 282 CE 024 493

*Dreith, Rita Vallero Kreps, Alice Roelofs*

**Community Living Skills Guide: Wardrobe II: Selection and Buying of Clothing.**

Metropolitan State Coll., Denver, Colo.

Pub Date- 76

Note-14p.; For related documents see CE 024 470-488 and CE 024 490-493.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Adult Education, Behavioral Objectives, Class Activities, *Clothing, Course Descriptions, Curriculum Guides, Daily Living Skills, *Developmental Disabilities, Guidelines, Individualized Instruction, Institutionalized Persons, Learning Activities, Lesson Plans, *Normalization (Handicapped), *Purchasing, Rehabilitation, Residential Programs, *Self Care Skills, Teaching Guides

Identifiers-College for Living, Metropolitan State College CO

One of twenty course guides in the Community Living Skills Guide for the College of Living, this document provides guidelines and workbook activities for the course, Wardrobe II. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. Goals and objectives for the course include gaining a basic understanding of fit, condition, price, coordination, and quality when purchasing a wardrobe by individualized instruction through one to three quarters of instruction. Contents include lesson plans with teacher notes, classroom activities, homework assignments and workbook exercises, and a vocabulary list. The course, Wardrobe I, is available as CE 024 492. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guides for fourteen courses) are available separately. (See note.) (YLB)

ED 185 436 CG 014 261

*Leitner, Michael Jay*

**Competency-Based In-Service Training in Recreation for the Aged.**

Pub Date- 79

Note-17p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Competence, *Inservice Education, Leisure Time, Older Adults, *Professional Personnel, Recreational Facilities, *Recreational Programs, *Skill Development, Surveys, *Training Methods

Identifiers-*District of Columbia

As leisure services facilities have expanded with the growth in numbers of older adults, there has been a corresponding need for personnel trained in recreational work with the aged. From survey responses regarding roles and related functions, competencies for these recreational workers were prioritized and subsequently used as the basis for developing an in-service training program for entry level personnel providing leisure services to non-institutionalized older adults. (Although geographically specific, the training program outline and components are adaptable for use by counselors and recreation directors.) (Author/BMW)

ED 185 460 CG 014 308

*Fowler, Floyd J., Jr. And Others*

Reducing Residential Crime and Fear: The Hartford Neighborhood Crime Prevention Program Hartford Inst. of Criminal and Social Justice Conn.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Dec 79
Grant-73-NI-99-0044-G; 75-NI-99-0026
Note-445p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 027-000-00877-1)
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC18 Plus Postage.**
Descriptors-Community Involvement, Community Programs, *Crime, *Neighborhood Improvement, Neighborhoods, *Physical Environment, *Police Community Relationship, *Prevention, Urban Environment, *Urban Problems
Identifiers-*Connecticut (Hartford)

The Hartford project, an experimental effort to reduce residential burglary, street robberies, and fear of those crimes in an urban residential neighborhood, is described. Its most distinctive feature is its integrative approach in which police, community organization, and physical design changes were used to increase the willingness and ability of residents to control their neighborhood and reduce criminal opportunities. Implementation efforts are detailed in terms of: (1) closing or narrowing streets as a strategy for reducing outside traffic; (2) instituting a neighborhood police unit; and (3) creating area organizations to work with the police and initiate resident efforts to improve the neighborhood. The evaluation of the program contains an assessment of success factors including nelghborhood involvement and physical changes. The appendices contain the survey instruments, data collection procedures, supplemental data, and the resident survey interview schedule. Extensive tables and illustrations are also included. (Author/HLM)

ED 185 505 CS 005 367

*Stolte, Joanne B. Smith, Shirley C.*

**A Computer-Based Approach to Functional Literacy Training for Recruits: Performance-Related Enabling Skills Training (PREST).**

Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date-Apr 80
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). For related document see CS 005 368. Figures 5 and 6 may be marginally legible.
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Adult Reading Programs, Armed Forces, *Computer Assisted Instruction, *Functional Literacy, Individualized Instruction, Learning Laboratories, Literacy Education, *Military Training, *Reading Instruction, Study Skills
Identifiers-*Job Literacy, *Naval Training, Navy, PLATO

A cost-effective, computer-based, Navy-related basic reading skills program was developed for United States Navy recruits reading below sixth grade level. The program, called Performance-Related Enabling Skills Training (PREST), is designed to enable recruits to improve their reading and study skills and, thereby, increase the probability of their successful completion of recruit training. The cost-effectiveness of this program is significant in light of current escalating instructor-related costs and the increasing need to accommodate greater numbers of recruits. (Author/MKM)

ED 185 527 CS 005 394

*Goetz, Ernest T. Dixon, Karen M.*

**The Use of Context by Good and Poor Readers in a Cloze Task.**

Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-76-0016; N00-123-77-C-0622

Note-17p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Cloze Procedure, Comparative Analysis, *Context Clues, Discourse Analysis, Elementary Education, Grade 4, *Reading Ability, Reading Achievement, *Reading Comprehension, Reading Research, Sentences

A three-way mixed factorial design was used in a study of the ways good and poor readers used context in cloze tasks. Reading ability (good versus poor readers) and booklet format (sentence versus sentence fragment presentation) served as between-subject factors, while context (whole versus partial passage) served as a within-subject factor. Subjects were 78 fourth grade students whose reading achievement had been measured by the Stanford Achievement Test. All three main effects were found to be significant: good readers scored higher than poor readers; students with sentence booklets scored higher than those with sentence fragment booklets; and performance was better on whole passages than on partial passages. The results replicated findings by M. H. Neville and A. K. Pugh, showing that good readers were better than poor readers at utilizing the context provided by complete passages. Good readers gained much more from the intrasentence context afforded by the sentence booklets than did the poor readers. Surprisingly, the results suggested that poor readers made better use of intersentence context than good readers. When semantically acceptable responses were scored, however, intersentence context produced significant, nearly equivalent gains for both good and poor readers. (RL)

ED 185 616 CS 502 882

*Singleton, Timothy J.*

**The Use of Computers in Broadcast Education.**

Pub Date-Nov 79
Note-11p.; Paper presented at the Annual Meeting of the National Association of Educational Broadcasters (Chicago, IL, November 13, 1979).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Broadcast Industry, *Computer Assisted Instruction, *Computer Oriented Programs, Curriculum Development, Higher Education, *Journalism Education, *Programed Instruction, *Speech Communication

Speech communication and journalism instructors should be aware of how computers are used in the mass media and what role computer systems can play in broadcast education. Many radio and television stations commonly use computers for accounting and business functions, and they are beginning to expand their computer operations to program logs and the composition and editing of news stories. The classroom applications of computers include using packaged programs, such as the Statistical Package for the Social Sciences (SPSS), for learning methods of statistical analysis on which more and more media operations depend. Computers can be used in other class activities to simulate the ways these tools are used in actual media operations. One of the more popular computer systems used by noncomputer science departments is PLATO, a very structured learning system of programed instruction that works well for many types of self-paced materials. Other computer programs that can be helpful to the faculty member include programs for grading exams, programs that monitor student progress, and programs that keep student records. (RL)

ED 185 704 EA 012 663

*Butler, Matilda*

**Education: The Critical Filter. A Statistical Report on the Status of Girls and Women in Elementary and Secondary Education. Volume 1.**

Women's Educational Equity Communications Network, San Francisco, Calif.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-79

Contract-300-77-0535

Note-49p.; Not available in paper copy due to marginal legibility of original document.

Available from-Women's Educational Equity Communications Network, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 ($4.25)

Pub Type- Information Analyses (070) - Numerical/Quantitative Data (110)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Educational Assessment, Elementary Secondary Education, *Equal Education, *Equal Opportunities (Jobs), *Females, *School Personnel, *Sex Discrimination, Student Educational Objectives, Tables (Data), Teacher Salaries, Womens Education

This volume is a progress report on the status of women in elementary and secondary education. Two other volumes focus on postsecondary education. The most recent statistics available are used, and often updates of previous studies have been sought. The report emphasizes national data, and broad surveys or studies received preference. The intention of the publication is to report on the similarities and differences between females and males in elementary and secondary education. The report is organized according to concerns student, and then professional. Information is first presented on the student-related concerns of enrollment; role portrayal in instructional materials; courses; athletics and extracurricular activities; and outcomes (including grades, knowledge, aptitudes, graduation, intent to continue education, intended areas of future study, and attitudes). Then, information is presented on the professional concerns of training, employment, salary, and governance. (Author/MLF)

ED 185 724 EC 123 534

# A Program of Education for Exceptional Children in Oklahoma: Bulletin S.E. No. 11.

Oklahoma State Dept. of Education, Oklahoma City. Curriculum Div.
Pub Date-78
Note-112p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Confidentiality, *Disabilities, Due Process, Educational Administration, Federal Legislation, *Gifted, Incidence, Individualized Instruction, *Program Descriptions, Services, *State Legislation, *State Programs, *Talent, Teacher Certification, Teacher Qualifications
Identifiers-*Oklahoma

Intended for special education personnel, the handbook sets forth the Oklahoma state program for the education of handicapped, gifted, and talented children. Aspects covered include the number of special needs students in Oklahoma, state laws pertaining to the education of exceptional children, state department of education regulations, mediation in disputes concerning the handicapped, due process procedures, forms to be used, confidentiality, teacher qualifications and certification, individualized education programs, administrative responsibilities, visiting counselors, directors of special education, the Education of the Handicapped Act, regional education service centers, and special services for handicapped children. Exceptional students covered include educable and trainable mentally retarded, physically handicapped, blind and partially seeing, hearing impaired, learning disabled, gifted and talented, emotionally disturbed, and speech disordered. (DSL)

ED 185 791 EC 124 089

*Boyle, Virginia McCoy, Deborah*

**Internships and Effective Career Development for Disabled Students.**

Pub Date-Feb 80

Note-34p.; Paper presented at the Annual Conference of the California Personnel and Guidance Association (San Francisco, CA, February 15-17, 1980). For related information, see EC 124 088.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Career Development, *College Programs, *College Students, Higher Education, *Internship Programs, *Physical Disabilities, Program Descriptions, Program Evaluation

Identifiers-*Academic Internship Program CA

The paper describes the Academic Internship Program for Handicapped Students at the University of California, Riverside. An introductory section provides an overview of internships in terms of function, purpose, supervision, grading systems, needs of interns, and conclusions from the literature. The project addresses student problems in the following areas: narrow range of experience, undeveloped communication skills, occupational illiteracy, lack of work experience, job stereotyping, and lack of interest by faculty members. Data is presented on evaluation of the internship program by students, faculty, and employers. Among conclusions are that all three populations involved with the academic internships were positive in their evaluations of the experience; students believed their internships related directly to their academic programs and career goals; and except for some specific physical handicaps, disabled interns performed just as well, and in some cases better, than nondisabled students. (SBH)

ED 185 245 CE 023 968

*Bailard, Thomas E. And Others*

**Personal Money Management. Study Guide. Third Edition.**

Science Research Associates, Inc., Chicago, Ill.

Report NO.-SRA-13-2397

Pub Date-80

Note-225p.; Some pages with small type will not reproduce well. For related documents see CE 023 967 and CE 023 969.

Pub Type- Guides - Classroom - Learner (051) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors-*Banking, Behavioral Objectives, *Budgeting, Career Planning, *Consumer Education, Credit (Finance), Decision Making, Estate Planning, Housing, Income, *Insurance, Investment, Learning Activities, Long Range Planning, *Money Management, Postsecondary Education, Purchasing, Real Estate, Retirement, Study Guides, Taxes, Two Year Colleges

This guide is designed to accompany the text, Personal Money Management (CE 023 967), and the companion instructor's guide (CE 023 969). It is intended as an aid to understanding the materials read in the text and to applying the concepts and ideas to the student's own financial circumstances. Each chapter contains these sections: performance objectives, outline of the main ideas, self-testing exercises, and personal money management activities. Additional activities and blank worksheets are provided with certain chapters as appropriate. Answers to the exercises are found at the end of the guide. (YLB)

ED 185 303 CE 024 638

*Zook, Doris And Others*

**Maintenance. Book Three. Project Drive.**

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-36p.; For related documents see CE 024 635-643.
Available from-Lancaster-Lebanon Intermediate Unit 13 Adult Education, Box 5026, Lancaster, PA 17601 ($10.00 for set of nine booklets)
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Adult Basic Education, *Auto Mechanics, Basic Skills, Certification, *Driver Education, *English for Special Purposes, Functional Literacy, Language Handicaps, Language Skills, Learning Activities, Learning Modules, Maintenance, Motor Vehicles, *Reading Difficulties, Reading Improvement, *Second Language Instruction, Spanish Speaking, Vietnamese
Identifiers-Project Drive

This Project Drive booklet titled Maintenance is one of eight booklets designed for intermediate-level English-as-a-second-language students and low-level adult basic education/basic reading students. The goal of the booklet is to aid the student in developing the oral and sight vocabulary necessary for a basic driver training program. The booklet contains exercises designed either for individual or group work. Appended material includes supplementary exercises, a pretest and posttest, and a word list of important vocabulary presented in each unit of the booklet. (LRA)

ED 185 342 CE 024 823

*Dewald, Margaret R.*

**Vocational Home Economics Education Handbook for Adult Education.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
Note-92p.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Adult Education, Adult Vocational Education, *Advisory Committees, Child Care Occupations, Clothing, *Competence, Consumer Education, Consumer Protection, Credit (Finance), Energy, Energy Conservation, Food, Food Service Occupations, Gerontology, *Home Economics, Home Furnishings, Homemaking Skills, Home Management, Household Workers, Housing, Interior Design, Job Skills, *Occupational Home Economics, Parenthood Education, *Program Development, Program Evaluation, Service Occupations

Intended to give assistance to the vocational home economics teacher in providing a program of continuing education for out-of-school youths and adults, the programs contained in this handbook are designed to assist participants in their life role as homemaker, wage earner, consumer, and parent. The handbook provides an overview of adult education programs in Occupational Home Economics and the Consumer and Homemaking; makes suggestions relative to program planning, implementation, and evaluation; and the uses of advisory committees. Included are outlines of possible course content and a selected bibliography of resources. Suggested competencies for adult occupational home economics programs in child care, general housework, clothing and textiles, and food services, and consumer and homemaking competencies in consumer education and home management, housing, home furnishings, and decoration, energy management and conservation, gerontology, and parenthood, comprise thirty-five pages of the document. Information is also included on the Young Homemakers of Virginia and on the Virginia Certified Homemakers' Assistants Program. (MEK)

ED 185 379 CE 024 970

*Drewes, Donald W.*

**The Context of Vocational Education CETA Coordination: A State of the Art Report, Volume III. Interim Report.**

Conserva, Inc., Raleigh, N.C.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.--498AH80004

Pub Date-Jan 80

Contract-300-78-0583

Note-112p.; For related documents see ED 181 301 and CE 024 967-971.

Pub Type- Information Analyses (070) - Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-*Coordination, Demonstration Programs, *Employment Programs, Federal Programs, *Influences, Methods, *Program Effectiveness, Program Improvement, School Business Relationship, *Vocational Education, Youth Employment, Youth Programs

Identifiers-*Comprehensive Employment and Training Act Title IV, *Prime Sponsors

This document is the third volume of a three-volume state-of-the-art report based on a study conducted to identify and analyze the effective mechanisms for facilitating coordination of vocational education programs with Comprehensive Employment and Training Act (CETA) Title IV youth programs. Included in this volume is an analysis of the contextual factors and forces that impinge upon the genesis and evolution of cooperative mechanisms. The objective of this report is to identify major contextual forces, to trace their impact on coordination, and to offer recommendations for the strengthening of those with positive impact and for the neutralization of those with negative influence. The introduction found in chapter 1 presents background information on the study. The second chapter discusses major historical factors influencing the development of coordinative mechanisms. In chapter 3, structures and processes impacting on vocational education are examined in terms of their impact upon coordination. The analysis presented in chapter 4 examines the structures and processes impacting on CETA prime sponsors in terms of their effect upon coordination. Finally, chapter 5 presents recommendations that will increase the likelihood of coordination effort between vocational education and CETA. (BM)

ED 185 398 CE 025 046

*Phelps, Joyce E.*

**Indiana Secondary Vocational Guidance Planning Handbook. Field Test Edition.**

New Educational Directions, Crawfordsville, Ind.

Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.

Note-48p.; For a related document see CE 024 045.

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Career Guidance, Guides, Program Descriptions, *Program Development, *Program Effectiveness, *Program Implementation, Program Improvement, Secondary Education

Identifiers-*Indiana

This secondary vocational guidance planning handbook is designed for secondary school personnel who want (1) to start a vocational guidance program, (2) to assess their vocational guidance services, (3) to expand or diversify their vocational guidance services, (4) to gather ideas for new vocational guidance activities. The first of three major sections defines the Indiana model secondary vocational guidance program and its eight functions. Section 2 presents a comprehensive planning process that includes all service deliverers. The final section provides checklists for assessing the existence and quality of vocational guidance services and offers suggestions for ways to deliver vocational guidance services in the following areas: vocational exploration; recruitment, admissions, and scheduling; vocational counseling; placement; program management; public relations; followup; and evaluation. (LRA)

ED 185 417 CE 025 178

*Norwood, Janet L. Waldman, Elizabeth*

**Women in the Labor Force: Some New Data Series.**

Bureau of Labor Statistics (DOL), Washington, D.C.

Report NO.-DOL-BLS-575

Pub Date-Oct 79

Note-14p.

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Economic Factors, *Employed Women, *Employment Patterns, Employment Statistics, *Family Characteristics, *Females, *Income, *Labor Force, Labor Market, Social Influences, Tables (Data)

Identifiers-*United States

This report presents a brief overview of the changing labor market conditions for women and the steps taken to keep the Bureau of Labor Statistics data relevant to the social and economic setting in which these changes took place. Data tables and discussion are included on the following topics: working women in the 1970s; women workers and their families; women's earnings; spending patterns; and other changes and revisions in reporting BLS statistics on working women. (BM)

ED 185 437 CG 014 262

*Ronald, Linda And Others*

**Views of Mental Health: A First Step in Needs Assessment.**

Pub Date-Sep 79
Note-22p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Counseling Services, Counselors, *Human Services, *Mental Health Programs, Multidimensional Scaling, *Needs Assessment, *Program Development, *Public Opinion, *Social Attitudes

Mental health professionals and the general public have generally held differing attitudes toward mental illness. As part of a needs assessment survey, 102 persons (20 service providers, 20 referral persons, and 62 potential consumers) were interviewed concerning their views of mental health problems and services. Respondents first listed examples of problems existing in their community and then judged the similarity between problems on the comprehensive list. Multidimensional scaling techniques indicated that each of the groups was organizing its thinking about mental health problems along three dimensions: personal, institutional, and chronological. The dimensions were weighted differently by each of the three groups. Service providers placed more emphasis on the 'personal' dimension, potential consumers on the 'institutional' dimension, and referral persons on the 'chronological' dimension. While the groups seemed to have common grounds for communication about mental health issues, they appeared to disagree about priorities in mental health planning. (Author/BMW)

ED 185 482 CG 014 380

**Client Outcome Evaluation in Mental Health Centers.**
Southern Regional Education Board, Atlanta, Ga.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Manpower and Training Programs.
Pub Date-79
Grant-1-T15-MH14703
Note-28p.; For related documents see CG 014 377-379 and CG 014 381.
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Community Services, *Measurement Techniques, *Mental Health Programs, Organizational Effectiveness, *Participant Satisfaction, Policy Formation, Program Development, *Program Effectiveness, *Program Evaluation, *Quality Control, State of the Art Reviews

Outcome evaluation assesses the results or benefits of mental health services received by clients or communities by comparing descriptive data on the mental health status of clients at different points in time. It aids clinicians and managers in planning programs and managing clinical services. A mental health center should establish goal-oriented program planning, information systems, and quality assurance programs before it attempts client outcome evaluation. Outcome studies are still in the developmental stages and should be conducted when there are clearly defined needs, available resources, and clinical and managerial agreement regarding the uses of the resultant data. Seven outcome evaluation methods are described and referenced: (1) level of functioning scales; (2) multidimensional ratings; (3) SCL-90 Symptom Checklist; (4) goal attainment scaling; (5) client satisfaction follow-up questionnaire; (6) community satisfaction studies; and (7) consultation and education outcomes. Client outcome studies can be continuous and provide on-going feedback, or they can be terminal and provide information about a particular service or group of clients. These studies assist in forming policy, developing programs, and justifying programs. (Author/MLT)

ED 185 550 CS 205 455

*Cornaby, Betty B.*

**Literature for Gifted Young Adults and Their Response to That Literature.**

Pub Date-Nov 79

Note-11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (69th, San Francisco, CA, November 22-24, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Academically Gifted, College Preparation, *Educational Research, English Instruction, Literary Genres, *Literature, *Literature Appreciation, Novels, *Reading Research, *Responses, Secondary Education

Identifiers-*Reader Response

This report discusses college English preparatory or gifted and honors English classes and describes research conducted with students from four college preparatory English classes in 1974. The study involved 96 academically talented seniors who were asked to respond to two structurally dissimilar novels, a free-verse poem and a short story. The major finding from the study was that the form of a literary selection had a significant influence on students' response to that selection. Approximately three-fourths of the students proved inconsistent in their choices of response modes when responding to dissimilar literary selections. The traditional novel with a strong story line and standard structural pattern elicited a form-oriented response mode. Neither a form nor content orientation was clearly observable in students when they responded to the nontraditional novel. (MKM)

ED 185 638 EA 012 462

*Kearney, C. Philip, Ed. VanderPutten, Elizabeth A., Ed.*

**Grants Consolidation. A New Balance in Federal Aid to Schools? Policy Paper 7.**

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Pub Date-Aug 79

Note-175p.

Available from-Institute for Educational Leadership, Suite 310, 1001 Connecticut Ave., N.W., Washington, DC 20036 ($4.50 postpaid)

Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - General (020)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Elementary Secondary Education, *Federal Aid, *Federal Programs, *Finance Reform, Program Descriptions, *Resource Allocation, *School Districts

Identifiers-*Grants Consolidation

This book, a collection of six papers by different authors, examines grants consolidation or the combining of several categorical programs into a single broader category serving the same target populations. According to the book, grants consolidation is seen as a possible compromise between the extremes of narrow categorical aid and unrestricted general revenue sharing. Section 1 offers different frameworks for viewing grants consolidation and for evaluating the probable consequences. Section 2 examines the strengths and weaknesses of the categorical system and available policy options. A final section focuses on the potential effects of grants consolidation on the educational system. An annotated bibliography is included. (Author/LD)

ED 185 660 EA 012 590

**Needs of Elementary and Secondary Education in the 1980's. A Compendium of Policy Papers. Committee Print. 96th Congress, 2d Session.**

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-Jan 80

Note-704p.; Not available in paper copy due to small print of original document. Parts may be illegible.

Pub Type- Information Analyses (070) - Collected Works - General (020)

**EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.**

Descriptors-Curriculum Design, *Declining Enrollment, Demography, *Educational Change, *Educational Trends, Elementary Secondary Education, Governance, Individualized Instruction, Leadership, Social Change, Technology, Vocational Education

This publication is a collection of articles by various authors on educational trends during the 1980s. The diverse collection of writers offers background information for future decisions about legislation and educational policy. In the category of leadership and governance, most of the papers are oriented toward single issue interests, the general fragmentation of leadership at all levels, and the challenge to leaders in the current era of change and stress. The major points from the social change and demographics papers relate to the manner in which changing societal values and changes in the age distribution of the population are affecting the schools. Finally, the papers on knowledge, technology, and curriculum emphasize the potential for change in the content and delivery of instruction and the benefits that could accrue through the application of research findings in curriculum design and school operation. A continuing theme among the papers is the emphasis placed on the many ways in which change is taking place in American society and the difficulties that citizens confront in efforts to cope with change. (Author)

ED 185 682 EA 012 618

*Nielsen, Valerie Robinson, Norman*

**Partisan School Board Elections: New Evidence to Support the Case for Them.**

Pub Date-Apr 80
Note-52p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Board Candidates, *Boards of Education, *Elections, *Political Influences, School Districts, Statistical Studies, Tables (Data)
Identifiers-*Canada, *Partisan Elections

This study examined partisan elections in large urban school districts in Canada. It investigated the extent to which the existence of political parties in a school board election serves to aggregate the educational attitudes and opinions of candidates. Also, it investigated the extent to wbich political parties aggregate differences in the personal characteristics of candidates. Further, it measured the extent to which their educational opinions and attitudes are related to their personal characteristics. The study used information collected from 29 candidates who ran for office in a 1978 Vancouver (British Columbia) school board election. The results showed that the existence of political parties does serve to aggregate the educational attitudes and opinions of candidates running for school board office. The parties present the voters with distinctly different ideological and policy positions on educational questions. In addition, little relationship exists between personal characteristics of candidates and their educational attitudes and opinions. Finally, the paper concludes that certain advantages do exist for partisan school board elections in large urban school districts. (Author/LD)

ED 185 746 EC 123 901

*Ysseldyke, James E.*

**Assessing the Learning Disabled Youngster: The State of the Art.**

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report NO.-IRLD-RR-1

Pub Date-Nov 77

Contract-300-77-0491

Note-50p.; See also EC 123 902-925.

Pub Type- Information Analyses (070) - Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Evaluation Methods, *Learning Disabilities, *Student Evaluation, Test Bias, *Testing Problems, Test Reliability, Test Validity

The author traces reasons to support his contention that the state of the art in assessing learning disabled students is not good. Among issues examined are the following: use of tests for purposes other than those for which they were intended; technical adequacy of currently used tests (standardization, reliability, validity); the use of deficit scores to identify the learning disabled; bias in assessment; bias following assessment; and assessment of abilities vs. assessment of skills. The questions of who is to test and who is to make decisions regarding placement are addressed. Six factors, including increased disillusionment on the part of classroom teachers with the kinds and quality of assessment and increased emphasis on the rights of children are seen to be bringing about change. The importance of differentiating assessment, viewing tests as samples of behavior, and using technically adequate tests is underscored. (CL)

ED 185 769 EC 123 924

*Deno, Stanley L. And Others*

**Behavioral Perspectives on the Assessment of Learning Disabled Children.**

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report NO.-IRLD-Mono-12

Pub Date-Nov 79

Contract-300-77-0491

Note-94p.; See also EC 123 901-925.

Pub Type- Information Analyses (070) - Opinion Papers (120)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Behavioral Sciences, *Evaluation Methods, *Identification, *Learning Disabilities, Program Development, *Program Evaluation, Research, Student Evaluation

The monograph considers four issues in behavioral assessment of learning disabled (LD) students: primary assumptions of the behavioral approach, identification of LD students, program planning for identified students, and program evaluation. Among factors examined in the first section are the components of experimental analysis of behavior, including direct observation and recording and single subject research designs. The section on identification of LD Ss reviews the basis for creating service programs that use behavioral assessment techniques to identify LD Ss and speculates on effects of person centered and situation centered orientations. The use of behavioral assessment in making program planning decisions (including developing individualized education programs) is the focus of the third section. The final part reviews the role of behavioral assessment procedures in both formative and summative evaluation. (CL)

ED 185 264 CE 024 474

*Miller, Steve Smith, Don*

**Community Living Skills Guide: Beginning Woodworking.**

Metropolitan State Coll., Denver, Colo.
Pub Date- 76
Note-33p.; For related documents see CE 014 470-488 and CE 024 490-493.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Adult Education, Behavioral Objectives, Class Activities, Course Descriptions, Curriculum Guides, Daily Living Skills, *Developmental Disabilities, Employment Opportunities, Finishing, Guidelines, *Hand Tools, Individualized Instruction, Institutionalized Persons, Learning Activities, Lesson Plans, Mass Production, *Normalization (Handicapped), Rehabilitation, Residential Programs, Safety, Teaching Guides, *Woodworking
Identifiers-College for Living, Metropolitan State College CO

This is one of twenty course guides in the Community Living Skills Guide for the College for Living series which provides guidelines and workbook activities for the course, Beginning Woodworking, Use of Basic Hand Tools and Shop Safety. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. This course of study focuses on safe and proper use of hand tools and shop safety, with an introduction to mass production techniques. It is intended to help the students develop safe working practices, skills necessary to use hand tools, an interest and appreciation for woodworking, a knowledge of leisure time activities in woodworking, and an awareness of job opportunities in woodworking. The course is based on this four step outline: (1) orientation and pre-test (making a breadboard), (2) making a mirrored wall shelf and book/record rack, (3) introduction to mass production techniques in industry, and (4) a personal project These materials are provided for each step: terminal and performance objectives, homework assignments, plans of procedures for the projects, and suggested activities. A sample twelve-week syllabus and course outline are provided. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

ED 185 323 CE 024 777

*Miguel, Richard J. And Others*

**Work-Centered and Person-Centered Dimensions of Experiential Education: Implications for a Typology of Programs. Research and Development Series No. 197.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-NIE-G-78-0211
Note-72p.; Parts of this document in italic type may not reproduce well. For related documents see CE 024 779-781 and CE 025 119.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($4.50)
Pub Type- Reports - Research (143) - Information Analyses (070)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Classification, Definitions, *Experiential Learning, Interviews, Program Descriptions, *Program Design, *Work Experience Programs

The purpose of the first year's work of a two-year project was to identify education and work program characteristics that are indicators of the normative (work-centered) and personalistic (person-centered) dimensions of eighteen experiential education programs and to determine common characteristics and whether programs can be classified based on resulting data. Procedures included interviews with program participants, coordinators, and on-site workplace personnel. Twelve major indicators of program type, indicating normative and personalistic dimensions, were isolated: (1) program goals, (2) nature of career growth; (3) self-concept development; (4) role of program staff; (5) interpretation and internalization; (6) focus of learning activities in work settings; (7) diversity of work setting experiences; (8) duration of program experiences; (9) relationship of learners to ongoing work and workers; (10) method of supervision employed by resource person; (11) pay; and (12) academic credit. By calculating the proportional relationships of these dimensions, five program types were identified for the typology: normative; personalistic; and transactional: adaptive, reciprocal, and transitional. (Recommendations for the second year of the study and for further research are also given.) (MEK)

ED 185 360 CE 024 874

Vocational Orientation Course for Displaced Homemakers. Instructor's Manual Bellevue Community Coll. Wash.

Spons Agency-Washington State Commission for Vocational Education, Olympia.
Pub Date- 79
Note-111p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Adults, Career Counseling, *Career Development, Career Education, College Programs, *Displaced Homemakers, Divorce, Educational Objectives, Employment Opportunities, Employment Potential, Employment Programs, Learning Activities, Program Development, Program Effectiveness, *Psychological Needs, Reentry Workers, Student Recruitment, Vocational Interests, Widowed, *Womens Education

This teaching manual for a nine-week vocational orientation course for displaced homemakers covers emotional support, self-confidence building, and short- and long-term career and life planning. Designed to be used with a group of fifteen or less in an informal environment, the program manual is divided into two types of lessons: emotional support and vocational orientation. Each of the eighteen two-hour sessions presented include objectives, instructional activities, and a narrative section which gives the instructor background information and suggestions for the lesson. Selected lesson titles listed under emotional support are

Counting Lemons: Airing My Gripes; Getting It Together: Becoming Independent; What's Holding Me Back: Fears and Beliefs; and Single Again: Sexuality and Relationships. Selected vocational orientation titles are Personalities and Jobs; What Do I Have to Offer?; Assessing My Skills; Examining the Job Market: Testing Reality; and Focusing on Vocational Options. Forms, suggested reading lists, and short readings referenced in the guide are included in the thirteen appendixes. The final report (appended) documents the development and publicizing of the course, and gives statistical data on personal characteristics and subsequent job training or employment of the sixty-five women who participated in the course over three academic quarters. (MEK)

ED 185 506 CS 005 368

*Smith, Shirley C.*

**Navy Response to the Need for Literacy Training during Military Service: An Historical Perspective.**

Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date-Apr 80
Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). For related document see CS 005 367.
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Adult Reading Programs, Armed Forces, Educational Trends, *Functional Literacy, History, Literacy, Literacy Education, *Military Training, *Reading Instruction, Reading Skills
Identifiers-*Job Literacy, *Naval Training, Navy

This study reviews the literature on past, present, and projected literacy requirements for United States Navy enlisted personnel, literacy skills of those entering the Navy, and activities developed to bridge the gap between the two. Through an examination of research reports, historical accounts, and instructional methods and materials, the history of reading instruction in the Navy is traced from the early voluntary efforts of chaplains, to the beginning of job-related literacy needs, through the development of formal curricula for incoming recruits, to current experimental efforts to provide job-related literacy training at various points during enlistment. (Author)

ED 185 573 CS 205 489

*Feinberg, Rose M.*

**Poetry Theater Integrating Drama and Poetry.**

Pub Date-Mar 79
Note-19p.; Paper presented at the combined Annual Meeting of the Conference on English Education and the Secondary School English Conference (Pittsburgh, PA, March 15-18, 1979).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Choral Soeaking, *Drama, Elementary Secondary Education, *Oral Interpretation, *Poetry, Readers Theater, *Student Attitudes, Student Motivation, Teaching Guides, Teaching Methods, *Theater Arts

Designed to help students respond in a positive way to poetry, poetry theater integrates dramatic technique with various aspects of reading, writing, analyzing, and reciting poetry. Poetry theater presentations require approximately five class periods to complete, allowing 45 minutes per class. The first class period should be devoted to choral reading. In this period, the class should be familiarized with the techniques of choral reading and then broken into groups of five or six students. Each group then creates a presentation of the same poem used with the entire class. The second class session should be devoted to the discussion of themes for a presentation, finding poems related to the theme chosen; selecting lines, phrases, or words from those poems to use in the presentation; deciding on the final order of the poem to be presented; assigning specific lines to people in the group; determining appropriate movements and voice levels; and practicing. The third and fourth class sessions should involve refinement of the presentation, and the last session is the presentation itself. In addition to providing positive experiences with poetry, poetry theater gives students valuable group work experiences and helps them to become more creative. (FL)

ED 185 595 CS 205 520

*Ross, George H. Middleton, Mildred*

**Evaluation of a Local District Developed Spelling Program Based on Fifty Years of Research.**

Pub Date-Apr 80

Note-42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Educational Research, Elementary Secondary Education, Program Content, *Program Development, *Program Effectiveness, *Program Evaluation, *Spelling, *Spelling Instruction

The Cedar Rapids Community School District used the CIPP (context, input, process, and product) evaluation model to improve its spelling program. During the CIPP model's final stage of product evaluation, the district used test data to decide whether the revised spelling program maintained spelling ability and provided for additional growth. The Iowa Tests of Basic Skills (ITBS) spelling subtest results from fall 1975 (before program implementation) were compared to fall 1977 results (after implementation). The spring 1977 and spring 1979 results of district developed spelling tests were also compared. These district tests were in two formats editing/multiple choice and list/dictation. The ITBS results indicated increases in spelling scores for all grades. Comparison of the 1977 and 1979 district spelling tests in the editing formats showed maintenance for grades two through four and growth in grades five through ten. The tests in the list/dictation format showed maintenance for grades two through eight and growth in grades nine and ten. (A copy of the teacher-administrator management guide to the district's spelling program is appended.) (RL)

ED 185 617 CS 502 886

*Greenbaum, Howard H. And Others*

**Communication in Organizations: Appraisal of Workgroup Meeting Effectiveness.**

Pub Date-May 80
Note-44p.; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980).
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Adults, Employee Attitudes, *Organizational Communication, *Organizational Development, *Organizational Effectiveness, *Program Effectiveness, *Program Evaluation, Research Methodology, *Staff Meetings, Work Attitudes, Work Environment
Identifiers-*Communication Research

Field research was conducted to evaluate the workgroup meetings of an organization. The evaluation served to determine whether management's established objectives for the meetings were reached and to develop research strategies useful in examining individual communication activities. Two questionnaires (for supervisory/nonsupervisory personnel) and organizational records (the minutes of the meetings) were used to collect the data. Statistical tests were applied to determine whether the communication program was effective in achieving the six goals that were established. It was concluded that the workgroup meetings, as perceived by the participants, achieved the goals set down by management at the program's inception. Although all individual goals were perceived to be achieved at fairly high levels of effectiveness, the goals that attained the highest levels were the informative, integrative, and adaptive goals. A slightly lower level of achievement was perceived for productivity goals. (Author/RL)

ED 185 705 EA 012 664

**School Data Processing Services in Texas: A Cooperative Approach.**
Texas Education Agency, Austin.
Pub Date-Apr 80
Note-45p.; For a related document, see ED 168 153.
Pub Type- Reference Materials - Directories/Catalogs (132)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Charts, *Data Processing, *Delivery Systems, Directories, Elementary Secondary Education, *Information Services, *Intermediate Administrative Units, *Management Information Systems, Tables (Data)
Identifiers-*Texas

The Texas plan for computer services provides services to public school districts through a statewide network of 20 regional Education Service Centers (ESO). Each of the three Multi-Regional Processing Centers (MRPCs) operates a large computer facility providing school district services within from three to eight ESC regions each of the five Regional Processing Center (RPC) computer facilities provides services to school districts within one ESC region; and Remote Job Entry (RJE) terminals transmit data and instructions from an ESC or a school district to an MRPC where actual processing takes place. Among the computer applications available to school districts are class scheduling, grade reporting, student master files, attendance accounting, test scoring, payroll, financial accounting, tax accounting, and personnel accounting. This booklet contains information about the objectives and financing of the plan, and tables that show for the MRPCs and the RPCs the personnel, participation in each service offered, hardware information, and the 1979-80 budget. A directory lists the statewide advisory committee for computer services and education service center executive directors. (Author/LD)

ED 185 725 EC 123 535

*Englar, Greg*

**Mainstreaming of the Special Education Pupil into Regular Physical Education.**

Pub Date-Nov 79

Note-11p.; Paper presented at the California Federation Conference, The Council for Exceptional Children (Anaheim, CA, November 1979). Best copy available.

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Disabilities, *Mainstreaming, *Normalization (Handicapped), *Physical Education

Presented at the California Federation Conference of The Council for Exceptional Children in 1979, the paper discusses the mainstreaming of handicapped students into regular physical education classes. The need for and purpose of mainstreaming handicapped students into regular physical education classes are examined, and specific mainstreaming procedures are reviewed. Evaluation during mainstreaming is also considered. An assessment evaluation checklist and a sample physical education teacher evaluation questionnaire are appended. (DLS)

ED 185 814 FL 011 177

*Gesner, B. Edward*

**Etude morphosyntaxique du parler acadien de la Baie Sainte-Marie, Nouvelle-Ecosse, Canada (A Morphosyntactic Study of the Acadian Dialect of Baie Sainte-Marie, Nova Scotia, Canada). Publication B.**

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-79

Note-161p.

Language-French

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors-Descriptive Linguistics, Diachronic Linguistics, Dialects, *Dialect Studies, Discourse Analysis, *French, *Language Patterns, Language Research, Language Usage, Language Variation, Linguistic Borrowing, *Morphology (Languages), Structural Analysis (Linguistics), *Syntax, Verbs

Identifiers-*French (Acadian), Nova Scotia, Prepositional Phrases

A study was conducted of the Baie Sainte-Marie Acadian dialect, a particular form of the French language derived from the French spoken in France during the 16th and 17th centuries. The purpose of this study was to analyze and explain a certain number of morphosyntactic deviations from standard French, from both a synchronic and a diachronic perspective. The two questions of particular interest were: (1) the relative importance of the influence of the English and French systems, and (2) whether the deviations discovered were clearly and systematically structuring themselves. Four male and four female informants, representing two age groups (30 to 60 years of age, and over 60) recorded conversations with other Acadians. From the transcript, a corpus of 16,000 words was derived. The analysis concentrated on verbal and prepositional syntagma. Analysis of the data showed that: (1) there was a close correlation between the number of years of schooling and the number of deviations from standard French, and (2) most of the deviations were archaisms going back to the first half of the 17th century. The conclusion was drawn that the Acadian dialect is more archaic than anglicized as far as the source of the deviations is concerned. While the question of the self-structuring of the deviations proved to be more difficult to answer, the data furnished several examples of systematic simplification of the verbal morphology. (AMH)

ED 185 283 CE 024 540

**Air Conditioning. FOS: Fundamentals of Service.**
Office of Youth Programs (DOL), Washington, D.C.
Pub Date-79
Note-106p.; For related documents see CE 024 541-546, CE 024 797-798, and CE 025 209-214.
Available from-John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave., Moline, IL 61265 (Order No. FOS-5703B, $5.25; 10 or more $3.94 each; supplementary slide set $24.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Agricultural Education, Agricultural Engineering, Agricultural Machinery, *Air Conditioning, *Air Conditioning Equipment, Equipment Maintenance, Instructional Materials, Postsecondary Education, Refrigeration Mechanics, Secondary Education, *Tractors, *Vocational Education

This manual on air conditioning is one of a series of power mechanics texts and visual aids covering theory of operation, diagnosis, and repair. Information is presented for use by vocational students and teachers as well as shop servicemen and laymen. Focus is on air conditioning systems for mobile machines, but most of the information also applies to automotive systems. Eight chapters included in the manual are designed to train readers so that they can understand and service air conditioning systems with speed and skill. Chapter titles include (1) Basics of Air Conditioning; (2) Refrigerants and Oil; (3) Basic System: How It Works; (4) Service Equipment; (5) Inspecting the System; (6) Diagnosing the System; (7) Testing and Adjusting the System; and (8) Preparing System for Service. Many illustrations are included and each chapter concludes with test-yourself questions. A glossary and the answers to the test questions are appended. (A supplementary 35mm color slide set is also available see availability note.) (LRA)

ED 185 418 CE 025 182

**ASPIRE Module 1: Sex-Role Socialization. Awareness of Sexual Prejudice is the Responsbility of Educators.**

Livonia Public Schools, Mich.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-79
Note-140p.; For related documents see CE 025 183-185.
Available from-EDC/WEEAP Distribution Center, 39 Chapel St., Newton, MA 02160 ($1.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Androgyny, Classroom Environment, Counselor Attitudes, Counselor Training, Elementary Secondary Education, Individual Development, Inservice Education, Inservice Teacher Education, Nature Nurture Controversy, Postsecondary Education, *Self Concept, Sex Bias, Sex Discrimination, Sex Fairness, *Sex Role, *Sex Stereotypes, *Social Attitudes, Social Behavior, Social Development, *Socialization, Social Values, Teacher Attitudes, *Teacher Improvement, Teaching Conditions
Identifiers-Project ASPIRE

This first of four workshop modules in the Project ASPIRE (Awareness of Sexual Prejudice Is the Responsibility of Educators) series deals with understanding the development of sexual bias and individual attitudes toward sex-role stereotyping. (See Note about other modules.) The module helps work participants explore (1) the development of an individual's sexual identity, (2) their own sex-defined roles and attitudes as influenced by societal reinforcement, and (3) the values and expectations regarding their own sex roles. The module provides workshop facilitators with instructional guidelines, participant activities, and supplemental reading materials. Examples of the 22 participant activities include Personal Unfoldment and Group Recall,'' What's in a Word? Sexism Perhaps,'' Fantasy,'' and Values Voting.'' Each suggested activity is presented in this format: reference to objective, awareness level, purpose, logistics, materials, time required, process, and variations. It is recommended that at least two activities be chosen to treat each module objective. An appendix contains nine participant readings and two facilitator references to support specific activities. (YLB)

ED 185 528 CS 005 398

*Ehri, Linnea C. Wilce, Lee S.*

**Do Beginners Learn to Read Function Words Better in Sentences or in Lists?**

Pub Date-Apr 80
Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Beginning Reading, *Function Words, *Learning Processes, Primary Education, *Reading Instruction, *Reading Research, Teaching Methods

First grade students practiced reading ten unfamiliar function words; half studied the words embedded in printed sentences and half studied the words in unstructured lists and then listened to sentences comprised of the words. Posttest measures revealed that those who studied the sentences learned more about the syntactic/semantic identities of function words, whereas those who studied the lists remembered the orthographic identities of the words better and could pronounce the words faster and more accurately in isolation. The findings show that there are multiple aspects of printed words to be learned by beginning readers, and that the aspect that gets learned depends upon how the words are practiced. These results lend support to the theory of printed word learning in which various identities of words become amalgamated in lexical memory as a consequence of reading experiences with the words. (Author/FL)

ED 185 792 EC 124 108

*Ogletree, Earl J. Etlinger, Leonard*
**Teaching Metric Measurement to EMR Children.**
Pub Date- 79
Note-14p.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Elementary Education, Mathematics Instruction, *Measurement, *Metric System, *Mild Mental Retardation, Student Characteristics, *Teaching Methods

The document offers guidelines for teaching metric measurement to educable mentally retarded (EMR) children. Following a section describing the metric system is an outline of learning characteristics of EMR students. Subsequent sections address methods for teaching linear, weight, and liquid measurement. Stressed is the need for concreteness, practical applications, and reinforcement in teaching the metric system to EMR children. (SBH)

ED 185 246 CE 023 969

*Bailard, Thomas E. And Others*
**Personal Money Management. Instructor's Guide. Third Edition.**
Science Research Associates, Inc., Chicago, Ill.
Report NO.-SRA-13-2396
Pub Date-80
Note-330p.; Small type in example forms will not reproduce well. For related documents see CE 023 967-968.
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC14 Plus Postage.**
Descriptors-*Banking, Behavioral Objectives, *Budgeting, Career Planning, *Consumer Education, Credit (Finance), Decision Making, Estate Planning, Housing, Income, *Insurance, Investment, Learning Activities, Long Range Planning, *Money Management, Postsecondary Education, Purchasing, Real Estate, Retirement, Taxes, Teaching Guides, Test Items, Two Year Colleges, Visual Aids

This instructor's guide is designed to accompany the text Personal Money Management'' and companion study guide (CE 023 968). It is intended to assist instructors in developing their own course outlines and teaching styles to suit the particular needs of their students. An introduction offers (1) an outline of the rationale behind the somewhat unconventional approach to money management taken in the text (the how-to approach), (2) a description of the major features of the text, (3) recommended and optional course schedules, and (4) a brief summary of the elements of this guide. A combination of lectures and student involvement in class discussion is suggested as the teaching approach. Each chapter (which corresponds to a like-numbered chapter in the text) contains all or some of the following ten sections: objectives, suggested approach, sample cases, additional topics for discussion, guest lecture ideas, additional materials and activities, answers to chapter questions, answers and discussion guide for case problems, sample test questions and answers, and transparency masters. Appendix materials in several chapters consist of longer versions of some procedures in the text. (YLB)

ED 185 304 CE 024 639

*Zook, Doris And Others*

**Driving for All Seasons and Reasons. Book Four. Project Drive.**

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79

Note-31p.; For related documents see CE 024 635-643. Some pages with light and broken type will not reproduce well.
Available from-Lancaster-Lebanon Intermediate Unit 13 Adult Education, Box 5026, Lancaster, PA 17601 ($10.00 for set of nine booklets)
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Adult Basic Education, Basic Skills, Certification, *Driver Education, *English for Special Purposes, Functional Literacy, Language Handicaps, Language Skills, Learning Activities, Learning Modules, *Reading Difficulties, *Reading Improvement, *Second Language Instruction, Spanish Speaking, Vietnamese
Identifiers-Project Drive

This Project Drive booklet titled Driving for All Seasons and Reasons is one of eight booklets designed for intermediate-level English-as-a-second-language students and low-level adult basic education/basic reading students. The goal of the booklet is to aid the student in developing the oral and sight vocabulary necessary for a basic driver training program. The booklet contains exercises designed either for individual instruction or group work. Appended material includes supplementary exercises, a pretest and posttest, and a word list of important vocabulary presented in each unit of the booklet. (LRA)

ED 185 343 CE 024 824

*Dewald, Margaret R.*

**Vocational Home Economics Curriculum Guide for Occupational Clothing and Textiles.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.; Virginia State Dept. of Education, Richmond. Home Economics Education Service.
Pub Date- 79
Note-178p.; For a related document see CE 024 825.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC08 Plus Postage.**
Descriptors-Clothing, *Clothing Instruction, Curriculum Guides, Fashion Industry, *Home Economics Skills, Learning Activities, *Occupational Home Economics, Secondary Education, Teaching Guides, *Textiles Instruction
Identifiers-Virginia

The training program outlined in this guide focuses upon the development of students for gainful employment through a two-year course of study in clothing and textiles. Instructional topics are provided in six areas: clothing and textiles careers; alterationist; custom dressmaker; industrial sewing; getting, keeping, and using the paycheck; and fabrics for clothing. Each topic follows a typical format including the following sections: concept, performance objective, generalization, competencies, suggested learning activities, and criterion-referenced measure. Appended material includes a description of the cooperative education program, the vocational youth organization (HERO), community occupational advisory committees, and a bibliography. (LRA)

ED 185 399 CE 025 053

*Owen, Thomas R.*

**Jackson County ESD (CE)2 Program, 1978-1979. Final Evaluation Report (Third Year).**

Jackson County Education Service District, Medford, Oreg.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-G107600077
Note-26p.
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Academic Achievement, *Career Education, Career Exploration, Dropouts, *Enrollment, Enrollment Influences, Enrollment Trends, *Experiential Learning, Expulsion, Grade 11, Grade 12, Graduation, High Schools, High School Students, *Job Placement, *Participation, Program Evaluation, School Holding Power, Student Characteristics, *Withdrawal (Education), Work Experience
Identifiers-*Experience Based Career Education, Oregon

The main purpose of a 1978-79 evaluation of the Jackson County E.S.D. (Educational Service District) Community Experiences in Career Education (CE)2 program was to investigate the student turnover rate which for two years had exceeded fifty percent. The program provided experience-based career exploration opportunities for high school juniors and seniors who were instructed in job survival skills and placed with employers in the community. Data collected on students included Wide Range Achievement Tests (WRAT), Adult Performance Level (APL) functional literacy tests, written statements on the reasons for entering, dates of entry and exit, attendance, productivity, and program evaluation questionnaire. Results suggested grouping students by manner of separation from (CE)2 dropping out, expulsion, graduation or return to school, leaving for work, unrelated reasons, and end of the school year. (CE)2 students were generally below average as measured by the WRAT and APL survey. Those who ultimately graduated and those who returned to school were the most able, while those who left (CE)2 for work were the least. Those who dropped out resembled the top groups in achievement, indicating possible attitudinal differences. Changing requirements to make the program seem less like school to dropouts seemed to be indicated. (YLB)

ED 185 438 CG 014 263

*Entin, Alan D.*

**The Use of Photography in Family Psychotherapy.**

Pub Date-2 Sep 79

Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Counseling Techniques, Family (Sociological Unit), *Family Counseling, Interaction, Interpersonal Relationship, *Marriage Counseling, *Photographs, *Pictorial Stimuli, *Psychotherapy

Photographs and family albums are helpful in marriage and family psychotherapy to aid in the understanding of family processes, relationship patterns, goals, expectations, values, traditions, and ideals. Based on the assumption that a photograph is a form of communication, photography can be used to: (1) examine typical family picture-taking behavior; (2) study family albums; (3) identlfy self-concept changes; and (4) treat marital conflicts and sexual dysfunctions. Photographs and family albums also function as family icons, visually articulating the meanings of family relationships, while serving to illustrate family continuity and evolutionary change. (Author/BMW)

ED 185 461 CG 014 309

*Bernard, Harold S.*

**Identity Formation in College Students: A Preventive Program.**

Pub Date- 78

Note-13p.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*College Students, Course Descriptions, *Group Counseling, Higher Education, *Identification (Psychology), Individual Development, Mental Health, Peer Counseling, *Prevention, Program Descriptions, Self Actualization, *Self Concept, *Teacher Role

A preventive program in the area of identity formation, offered in the form of two-credit academic courses, is presented. A theoretical framework, based on the work of Marcia and his collaborators, delineates four identity statuses'' based on whether the individual has considered various alternatives and then made a commitment to a particular alternative in substantive areas such as religion, politics, and occupational choice. A wide variety of formats used to facilitate students' self-exploration includes role-playing, data gathering from the family of origin, interpersonal feedback, guest speakers, open-ended group discussion, the keeping of diaries, and the writing of personal book reports. The role of the instructor is non-traditional in a variety of ways. The long-range plan for the program involves training participants in group facilitation so that they can subsequently lead identity formation groups comprised of fellow students. The difficulties involved in evaluating programs of this sort are noted. (Author)

ED 185 551 CS 205 457

*Pemberton, Janette E.*

**Discussions on Aristotle's Ethics'': Implications for Teachers and Administrators.**

Pub Date-22 Feb 80
Note-62p.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*Administrator Role, Educational Objectives, Elementary Secondary Education, *Ethics, Higher Education, Interpersonal Relationship, *Moral Values, *Philosophy, *Speech Communication, Student Teacher Relationship, Teacher Behavior, *Teacher Role
Identifiers-*Aristotle

A number of passages from Aristotle's Ethics'' are discussed in this paper, and their implications for teachers and administrators are examined. Among the many topics considered in relation to teaching and administration are: the importance of performing duties for their own sakes, tbe indispensability of knowledge, the need for clear-cut goals and objectives, the roles of knowledge and of virtue, the difference between willing and unwilling actions, the development of a virtuous character, value formation, equalization of values, the relationships between practical wisdom and virtue and between pleasure and self-restraint, the basis of true friendship, and the need to exhibit equal friendliness toward others. (GT)

ED 185 639 EA 012 520

**Technical Assessment Curriculum Development (TACD). An Assessment Report, Volume I.**

Wayne State Univ., Detroit, Mich. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Grant-G007804718
Note-129p.; For a related document, see EA 012 521. Not available in paper copy due to colored paper used in original document.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Community Education, *Competency Based Education, *Curriculum Development, Higher Education, *Leadership Qualities, *Leadership Training, School Community Relationship

The purpose of this report was to assess six Technical Assessment Curriculum Development (TACD) projects funded by the U. S. Office of Education in 1975, 1977, and 1978, and awarded to five institutions of higher education. The goals of the TACD projects were to assess appropriate training competencies needed in local and state educational agencies for the planning and administration of community education programs, and to develop an appropriate training curriculum and training materials for community leaders, administrators, related personnel, or community teams at local and state educational agencies. The report contains specific descriptions, summaries, and findings from the surveys of TACD projects. Chapter 1 presents a description of the study methodology and procedures. Chapter 2 contains the findings, activities, and curriculum materials from the six projects. Chapters 3 and 4 conclude with a summary and synthesis of TACD projects with considerations for the future. (Author/MLF)

ED 185 661 EA 012 591

*Carey, Diane*
**Motivating and Dissatisfying Factors among Professional Educators. Educators.**
Pub Date-Apr 80
Note-54p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Elementary Secondary Education, *Industrial Personnel, *Job Satisfaction, *Motivation, Motivation Techniques, *Professional Personnel, Questionnaires, *State Departments of Education, Statistical Surveys, Tables (Data), *Teachers

The purpose of this study was to identify and rank positive and negative motivating factors affecting professional staff of the State Department of Education and to compare the factors with those found affecting other professional educators at the elementary and secondary levels and also industrial employees. Results obtained by use of a critical incident instrument indicated that the major motivating factors were recognition, achievement, and responsibility. The major dissatisfying factors were department policy and administration, supervision, and interpersonal relations. Implications for participative management techniques and collective bargaining are discussed. An extensive bibliography is included. (Author)

ED 185 683 EA 012 620

*Farquhar, Robin H.*

**How the Teaching Profession Measures Teaching Effectiveness.**

Pub Date-12 Jun 78
Note-13p.; Paper presented at the conference on Teaching in Medical School'' (Saskatoon, Saskatchewan, Canada, June 1978).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Elementary Secondary Education, *Evaluation Methods, *Teacher Effectiveness, *Teacher Evaluation

This paper discusses teacher evaluation, including why teachers should be evaluated, what should be evaluated, and how it should be evaluated. Major problems in the evaluation process are listed, followed by a more detailed discussion of the why, what, and how. The paper concludes that dissatisfaction exists in the field of education with current approaches to teacher evaluation. The reason is the failure of research to yield a shared operational definition of teacher effectiveness or adequate instrumentation for reliably measuring and assessing teacher performance. (Author/LD)

ED 185 747 EC 123 902

*Foster, Glen And Others*
**Susceptibility to Stereotypic Bias.**
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report NO.-IRLD-RR-3

Pub Date-Mar 79
Contract-300-77-0491
Note-24p.; See also EC 123 901-925.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Behavior Patterns, *Emotional Disturbances, Exceptional Child Research, Expectation, *Labeling (of Persons), *Stereotypes, *Teacher Attitudes

Two groups of classroom teachers (N 36) and two groups of teacher trainees (N 36) were asked to complete behavior checklists for a hypothetical child labeled normal or emotionally disturbed and for a videotaped child labeled normal or emotionally disturbed. Analysis of results indicated that teachers and trainees held quantitatively similar stereotypes for normal and disturbed children but differed with respect to their susceptibility to label induced bias. Teachers tended to be more realistic in their evaluations of normal,'' nonbiased behavior, but were influenced by the biasing label to a greater extent than the trainess. (Author/CL)

ED 185 770 EC 123 925

*Deno, Stanley L. Mirkin, Phyllis K.*

**Data-Based IEP Development: An Approach to Substantive Compliance.**

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report NO.-IRLD-Mono-7

Pub Date-Dec 79

Contract-300-77-0491

Note-41p.; See also EC 123 901-924.

Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Compliance (Legal), Data Analysis, Educational Methods, Elementary Secondary Education, *Learning Disabilities, Program Development, *Program Effectiveness, *Program Evaluation

Identifiers-*Data Based Program Modification, *Individualized Education Programs

The authors describe the development and use of a structured, data base approach to developing individual education programs for special education students. The components of the Data-Based Program Modification'' (DBPM) approach are described to include five decision areas: problem selection; program selection (least restrictive yet most effective); program operationalization (including identification of goals and frequent measurement of goal progress); program improvement; and program certification. Five areas of data gathering in the DBPM are also identified: initial needs assessment, program planning, implementation evaluation, progress evaluation, and outcome evaluation. (CL)

ED 185 380 CE 024 971

*Drewes, Donald W. And Others*

**Vocational Education CETA Coordination: A Guide to Serving Youth Together. Interim Report.**

Conserva, Inc., Raleigh, N.C.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.--498AH80004
Pub Date-Jan 80
Contract-300-78-0583
Note-74p.; For related documents see ED 181 301 and CE 024 967-971.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Administrator Guides, *Coordination, Coordinators, *Employment Programs, Federal Programs, *Guidelines, *Methods, Program Improvement, School Business Relationship, *Vocational Education, Youth Employment, Youth Programs
Identifiers-*Comprehensive Employment and Training Act Title IV, *Prime Sponsors

The purpose of this guide is to suggest ways and means for initiating and sustaining a lasting and mutually rewarding partnership between vocational education and Comprehensive Employment and Training Act (CETA) youth programs. These suggestions were based on observations of over 100 programs throughout the United States judged to contain examples of exemplary linkages between vocational education and CETA prime sponsors. Chapter 1 presents an overview of the study and purpose of the guide. Chapter 2 presents suggested means of initiating cooperation. The third chapter provides a description of observed practices and procedures that have worked elsewhere in supporting and sustaining cooperative efforts. These procedures are classified according to major activities shared by vocational education and CETA. Speculation of what the future will bring and how this may impact on vocational education and CETA coordination is discussed in chapter 4. (BM)

ED 185 483

CG 014 381

**Issues Related to Review Criteria and Standards for Mental Health Projects.**

Southern Regional Education Board, Atlanta, Ga.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Manpower and Training Programs.

Pub Date-79

Grant-1-T15-MH14703

Note-46p.; For related documents see CG 014 377-380.

Pub Type- Reports - Evaluative (142) - Information Analyses (070) - Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Accrediting Agencies, *Criteria, Delivery Systems, *Federal Regulation, Information Needs, Leadership Responsibility, *Mental Health Programs, *Program Development, *Standards, State of the Art Reviews, *Systems Approach

Identifiers-*Health Systems Agencies

The National Health Planning and Resources Deveplopment Act of 1974 (PL 93-641) grants review authority to Health Systems Agencies (HSAs) which seek to improve the quality of health care and insure the rational expenditure of financial resources. Their review process necessitates the development of adequate mental health standards and criteria and better communication between community mental health centers (CMHCs) and HSAs. The Arthur D. Little (ADL) study which sought to determine the feasibility of developing guidelines, criteria, and standards for PL 93-641, identifies few of the mental health standards and review criteria developed by HSAs. Because CMHCs face data demands from multiple sources, HSAs should coordinate their data needs with other major mental health planning and review processes. The federal site visit process, the Joint Commission on Accreditation of Hospitals survey, and state licensing and review boards also request data from CMHCs. HSAs could use the National Standards for their standards and criteria, an approach which would reduce overlapping and conflicting CMHC assessment and monitoring procedures. (Author/MLT)

ED 185 596 CS 205 521

*Horning, Alice S.*
**The Business of Business is English''!**
Pub Date-Apr 80
Note-9p.; Paper presented at the Annual Meeting of the College English Association (11th, Dearborn, MI, April 10-12, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Business Education, *Business English, Career Education, *College English, Curriculum Development, *English Curriculum, Higher Education, *Interdisciplinary Approach, Thematic Approach

A current trend indicates that credentials in English can and do move people successfully into business related careers. Colleges of business administration and English departments might take an important cue from the trend and work together to offer a double major or co-major in English business. Such a program would offer undergraduate students a chance to develop marketable skills in reading and writing as well as a sound knowledge of business, would help English departments serve their campuses and communities better while boosting their enrollments, and would provide the business community with high quality employees who are capable of assuming a broad range of responsibilities without extensive and expensive staff development. Coursework could include business report and public relations writing and literature dealing with the effects of industrialization on individuals, working class life-styles, blacks and women in business, and the effect of money on people and their behavior. Techniques of literary analysis could be taught using books that analyze and predict business and economic trends or that rate the literary merit of advertising poetry'' and popular culture. Arguments against such business/English programs pale in the light of the growing trend toward career switching and the potential for students to develop an awareness of language in combination with a classic business preparation. (AEA)

ED 185 726 EC 123 536

*Sperry, Susan K.*

# Teacher Preparation in Secondary Learning Disabilities at Cardinal Stritch College.

Cardinal Stritch Coll., Milwaukee, Wis.
Spons Agency-William M. School Foundation, Chicago, Ill.
Pub Date-Dec 79
Note-105p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Adolescents, Federal Legislation, Higher Education, *Learning Disabilities, Literature Reviews, National Surveys, *Program Descriptions, *Secondary Education, State Legislation, Student Characteristics, *Teacher Education, Teacher Role
Identifiers-*Cardinal Stritch College WI

The report discusses preparing secondary teachers to work with learning disabled (LD) students, and describes a secondary teacher preparation program in learning disabilities at Cardinal Stritch College in Milwaukee, Wisconsin. Aspects considered include the role of the secondary LD teacher, the period of adolescence, survival'' curricula, national surveys on programing options, and choosing a program option. Recent literature relating to LD program development is summarized, along with some relevant state and federal legislation. Characteristics associated with LD students are reviewed and the preparation of a secondary LD teacher is examined. Suggestions and resources for both the teacher trainer and the secondary LD teacher are presented, covering such areas as reading, mathematics, written composition, spelling, and career awareness/vocational education. Included in the five appendixes are a mainstream behaviors checklist and a list of educational materials for the secondary LD student. (DLS)

ED 185 793 EC 124 109

*Mazer, Ellen Leofanti, C. Gary*

**You've Got a Friend: Agency Documentation.**
Aunt Martha's Youth Service Center, Park Forest, Ill.
Pub Date-Jan 80
Note-74p.; Perpared with the Assistance of the Child Welfare Resource Information Exchange. Some pages may not reproduce clearly.
Available from-Aunt Martha's Youth Service Center, 2447 Western Ave., Park Forest, IL 60466 ($6.00)
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Adolescents, *Community Involvement, Community Programs, *Needs Assessment, Program Descriptions, *Youth Agencies, *Youth Problems, *Youth Programs
Identifiers-*Aunt Marthas Youth Service Center IL

The report describes Aunt Martha's Youth Service Center (IL), a multipurpose agency which focuses on the needs of adolescents. Founded in 1968, the agency now (1978) has a staff of 40, a 21 member board of directors, 199 volunteers, 28 foster parents, and serves a 15 township region. The goals of the program are to increase opportunities for young people to develop as productive, positively involved community residents and to create and maintain volunteer and paid assignments for youth. Among services provided for youth are a walk-in counseling center, a teen health clinic, a youth employment training program, and a speakers' bureau. An evaluation is underway to consider the agency as a whole. Among appendixes are volunteer training materials, information on budget and sources of revenue, and literature on Aunt Martha's. (PHR)

ED 185 284 CE 024 541

**Electrical Systems. FOS: Fundamentals of Service.**

John Deere Co., Moline, Ill.

Pub Date-79

Note-603p.; For related documents see CE 024 540 and CE 024 542-546, CE 024 797-798, and CE 025 209-214.

Available from-John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave., Moline, Il 61265 (manual, Order No. FOS-2004B, $7.50; 10 or more $5.63 each; masters, Order No. FOS-20, $22.75; supplementary slide set $105.00)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Non-Print Media (100)

**EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Agricultural Education, Agricultural Engineering, Auto Mechanics, *Electrical Systems, Electricity, Electronics, Equipment Maintenance, Postsecondary Education, *Power Technology, Secondary Education, *Tractors, *Vocational Education

This electrical systems manual is one of a series of power mechanics texts and visual aids for training in the servicing of electrical systems on mobile machines. Materials provide basic information and illustrations for use by vocational students and teachers as well as shop servicemen and laymen. The ten chapters focus on (1) Electricity: How It Works; (2) Testing Tools and Equipment; (3) Storage Batteries; (4) Charging Circuits; (5) Starting Circuits; (6) Ignition Circuits; (7) Electronic Ignition Systems; (8) Lighting and Accessory Circuits; (9) General Maintenance; and (10) Diagnosis and Testing of Electrical Systems. Each chapter concludes with test questions. Answers to the test questions are appended along with a glossary of terms and 190 transparency masters. (A supplementary set of 35mm color slides is also available see availability note.) (LRA)

ED 185 324 CE 024 779

*Crowe, Michael R. Harvey, R. J.*

**Retention of Concepts Resulting from Learning by Experience. Preliminary Investigation of the Retention of Selected Reading and Mathematical Concepts Resulting from Students Enrolled in a Traditional Learning Environment and in a Learning-in-Work Environment.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report NO.-OSU-R&D-Ser-200

Pub Date-79

Grant-NIE-G-78-0211

Note-33p.; For related documents see CE 024 777, CE 024 780-781, and CE 025 119. Some small print may be marginally legible.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($2.35)

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Academic Achievement, Career Education, *Conventional Instruction, *Experiential Learning, High Schools, High School Students, Longitudinal Studies, *Mathematics, *Reading Achievement, *Retention (Psychology), Work Experience Programs

A study investigated the retention of mathematical and reading concepts of students enrolled in a learning-in-work environment (Experience-Based Career Education) and a traditional classroom learning environment on a measure of academic achievement using a twelve-month longitudinal design. The performance of twenty-seven students in each environment was evaluted using the Comprehensive Tests of Basic Skills, administered at the beginning and end of the junior year and at the beginning of the senior year. The learning interval was designated as the time between pre- and post-testing, and the retention interval as the time between post- and follow-up testing. The results indicated differences in both reading vs. math skills and in traditional vs. learning-in-work environments, with the greatest amount of fluctuation being in the math scores of the two groups. While the groups were equivalent at the beginning of the year, the students in the traditional environment increased their math performance by the end of the year, while the learning-in-work students' math scores decreased during the same time period. The groups subsequently reversed this direction of change over the summer, with the traditional students' math scores showing a decrease, while the learning-in-work students showed an increase in math scores. An interference/assimilation model is proposed to interpret the findings. (Author/MEK)

*Schmidt, B. June*

**Supervisor-Clerical Agreement on Competency Importance as It Relates to Satisfactoriness and Job Satsifaction.**

Pub Date-28 Apr 80
Note-54p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Clerical Occupations, Competence, Employer Attitudes, *Employer Employee Relationship, Graduate Surveys, High School Graduates, High Schools, *Job Satisfaction, *Office Occupations Education, Work Environment
Identifiers-Virginia

This study examined the concept that extent of agreement between clerical employees and their respective supervisors on competency importance would relate to satisfactoriness and job satisfaction. Data for competency agreement, satisfactoriness, and job satisfaction were analyzed and interpreted for fifty-five clerical employees who responded to a job satisfaction survey instrument. The subjects were 1972 high school graduates who had completed a stenographic program while in high school, had not continued their education beyond high school, and were employed in clerical occupations one year after graduation. Satisfactoriness scores were obtained from supervisor ratings of the subjects' performance on thirty-one job competencies and on supervisor ratings of the subjects' office behavior. Among the findings were that (1) a relationship existed between satisfactoriness and extent of agreement on competency importance and (2) no relationship existed between job satisfaction and extent of agreement on competency importance. (LRA)

ED 185 462 CG 014 310

*Emshoff, James G. And Others*

**Discrepancies in Diversion Research: Some Possible Explanations.**

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Crime and Delinquency.
Pub Date-79
Grant-NIMH-MH-29160
Note-12p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Adolescents, Behavior Modification, Delinquency, *Delinquent Rehabilitation, Juvenile Courts, *Program Evaluation, *Rehabilitation Programs, *Research Methodology, State of the Art Reviews, *Success, Youth Problems, Youth Programs
Identifiers-*Diversion Programs

The lack of rigorous evaluations and variations in operation of adolescent diversion programs has led to a state of confusion concerning the effects of diversion. In a program at Michigan State University, youths referred to the project from the juvenile court are randomly assigned to undergraduates who are trained and supervised by project personnel or to a control group which receives treatment as usual. The standard 18-week intervention involves a combination of child advocacy and behavioral contracting. Results have been positive, but not conclusive. Project youth tend to have fewer and less serious police and court contacts and better school performance when compared to control youth. A major focus of the research has been to identify the conditions under which such a diversion program can be successful. What is done with the adolescent after diversion appears to affect his/her potential re-involvement with the system. Variations in this, as well as other variables, e.g., where in the system the youth is diverted, who administers the diversion program, and the type of youth diverted, are likely to account for a wide variety of results found by diversion programs. (Author)

ED 185 507 CS 005 369

**Project STAR Final Evaluation Report (State Technical Assistance Resources Project). Volume I.**

Maryland State Dept. of Education, Baltimore. Div. of Instruction.
Pub Date-79
Note-259p.; For related documents see CS 005 370-371. Some small print marginally legible. Best copy available.
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC11 Plus Postage.**
Descriptors-*Change Agents, Elementary Education, Improvement Programs, Inservice Teacher Education, Instructional Materials, Parent Role, *Program Evaluation, *Program Improvement, Reading Achievement, Reading Improvement, *Reading Instruction, *Reading Programs, Staff Development, State Programs
Identifiers-*Maryland, *Project STAR

This is the first of three volumes that constitute the final evaluation report of Project STAR (State Technical Assistance Resources), an undertaking of the Maryland State Department of Education designed to help 36 elementary schools improve their reading programs. This volume is essentially descriptive and is divided into seven parts. The first part contains a general overview of the project and provides information about its goals, staff, and process model. The second part provides a discussion of change as it relates to the redirection of reading programs in the project schools. The third part focuses on the inservice component used to bring about change in the project schools, while the fourth part contains participant reactions to such elements of the project as its successful components, project outcomes as related to goals, the use of a teacher/staff perceptual survey, program improvement efforts, and the use of confidence sheets. The fifth part presents narratives by participants that describe briefly some of the project activities, and the final part summarizes findings related to the adult education parenting projects offered in 24 of the schools that were designed to assist parents who wanted to help their children read better. Appendixes contain several project documentation forms, an overview of the process model, a list of project goals and objectives, a trainer of trainers model, and a model for delivery systems within the project. (FL)

ED 185 529 CS 005 399

**Right-to-Read Program, District of Columbia. Evaluation Report, 1978-1779.**

Contemporary Associates, Inc., Washington, D.C.; District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Spons Agency-Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date- 80

Contract-0428-AA-NS-0-9-GA

Note-117p.

Pub Type- Reports - Evaluative (142)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Elementary Secondary Education, Program Evaluation, Reading Improvement, Reading Instruction, *Reading Programs, *Reading Research

Identifiers-*District of Columbia, *Right to Read

The accomplishments of the Right to Read Effort of tbe District of Columbia Public Schools since its implementation, with specific emphasis on accomplishments during the 1978-79 program year, are documented in this evaluation report. The first part of the report provides a description of the program and of the evaluation design. The report's second part offers an analysis of evaluation findings, evidence of the effectiveness of the program, and conclusions, implications, and recommendations. Appendixes contain copies of the Right to Read standards of excellence, instruments used for the evaluation, the needs assessment instrument for administrators, and lists of members of the District of Columbia Right to Read advisory council and the state task force of Right to Read. (FL)

ED 185 574 CS 205 492

*Kaufman, Betsy B.*

**Reading Strategies for College Students.**

Pub Date-Mar 80

Note-9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-College Students, *Critical Reading, Higher Education, Observation, *Reading Comprehension, *Reading Instruction, *Teacher Education, Teaching Methods, Writing Skills

College students need experiences in reading and reacting to good writing if they are to learn to read effectively. Observing and reacting is an important skill that encompasses many of the skills effective readers employ such as paraphrasing, understanding the structure of a piece of literature, noting the use of generalizations and specifics, and examining language and how language is used to create a tone and convey images, humor, and a sense of the speaker. A useful class technique is to ask each student to write observations of what he or she remembers from a particular piece of writing. After writing and then reading each observation, each student writes an observation about what the others have written. This exercise increases the student's skills in listening and broadens the scope of the student's next observation. One of the problems in college reading instruction is the way in which college reading instructors are prepared. Too few have had courses emphasizing the reading processes of the mature reader. Too many college reading instructors rely on workbooks with multiple choice answers as a method for teaching reading a method that requires the readers to worry about the workbook author's answer, rather than developing an image of themselves as readers, reactors, and opinion formers. (MKM)

ED 185 618 CS 502 889

*Fryar, Maridell*

**Utilizing Forensics Skills to Enrich Schools and Communities.**

Pub Date-Nov 79
Note-15p.; Paper presented at the Annual Meeting of the Speech Communciation Association (65th, San Antonio, TX, November 10-13, 1979).
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Accountability, *Basic Skills, Debate, Elementary Secondary Education, Interdisciplinary Approach, Oral Interpretation, *Public Opinion, Public Speaking, *School Community Relationship, *Speech Instruction, *Speech Skills
Identifiers-*Forensics

In an era in which the credibility of public schools is falling with the general public, community forensics performances by students have the potential for cultivating public awareness of the effectiveness of the schools. Forensics is intrinsically related to basic speaking and listening skills, and since there is great potential for demonstrating the tangible results of forensics instruction, forensics teachers need not feel threatened by demands for accountability or for minimum competency testing. Numerous forensics skills have been identified; one brief definition of forensics is that it is educational activity primarily concerned with using an argumentative perspective in examining problems and communicating with people. Forensics teachers should establish contacts with other faculty members and with school administrators and should offer the assistance of the speech squad in a variety of school programs and instructional areas. They should also establish contacts with members of community groups. Among the activities possible for forensics students are presentations in oral interpretation, extemporaneous speaking, and debate. (GT)

ED 185 684 EA 012 621

*Farquhar, Robin H.*

**What Are Schools For? An International Perspective.**

Pub Date-23 Feb 80

Note-13p.; Paper presented to the Vancouver Island Branch, University of Saskatchewan Alumni Association (Victoria, British Columbia, Canada, February 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Cognitive Development, Cultural Education, *Educational Objectives, *Educational Responsibility, Elementary Secondary Education, Labor Force Development, Noninstructional Responsibility, Politics, Propaganda, *School Responsibility, *School Role, Social Action

Identifiers-*Canada

In countries other than Canada, schools are used to accomplish four goals: manpower development (to develop skills needed to implement national policies); cultural survival (to prevent the loss of indigenous culture or language); social priorities (to accomplish social goals); and political purposes (to disseminate propaganda). In Canada, the school is not expected to fulfill these goals. Instead, there are a number of commonly perceived purposes for education such as providing custodial care, teaching the basics, developing the whole child, solving society's problems, job training, and teaching particular viewpoints. The primary purpose of the schools in Canada should be develop each child's cognitive capabilities. Schools today should not be held accountable for social, artistic, moral, and physical development. In the future, however, as more instruction is done at home by machine, the school will expand its role into that of provider of moral, emotional, and social support and provider of adult and leisure education. (Author/JM)

ED 185 706 EA 012 688

*Hartman, William T.*

# Estimating the Costs of Educating Handicapped Children: A Resource-Cost Model Approach. Final Report.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No.--443AH80042
Pub Date-Jan 79
Grant-G007800013
Note-389p.; For a related document, see ED 176 373.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC16 Plus Postage.**
Descriptors-Cost Effectiveness, *Cost Estimates, *Disabilities, Elementary Secondary Education, *Federal Aid, Federal Legislation, Models, *Program Costs, *Special Education
Identifiers-Education for All Handicapped Children Act, *Resource Cost Model

The research described in this report attempts to estimate the costs of providing an appropriate education to all school-aged handicapped children by 1980-81. The study begins by addressing the aspects of special education that will help to predict future costs patterns of growth to the present, legal and political mandates, the nature of various handicapping conditions, and the range of programs and services for handicapped children. Two different economic approaches to cost estimation are analyzed. The report then summarizes the available information concerning the costs of special education and presents a particular approach to special education cost estimation, known as the resource-cost model approach. Data to operate the resource-cost model for national cost projections are established, and the results of the model's projections of the national costs of special education are presented. Sensitivity analyses for each of the model's variables are conducted. Following the conclusions of the study are a discussion of the policy implications of the results and suggestions for further research in the area. (Author/MLF)

ED 185 247 CE 023 988

*Kratz, Russel J.*

**Implications of Self-Directed Learning for Functionally Illiterate Adults.**

Pub Date-80
Note-17p.; Paper presented at the Adult Education Research Conference (Vancouver, BC, Canada, May 1980): Not available in paper copy due to light and broken type.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Achievement, Achievement Gains, *Adult Basic Education, Dropout Rate, Functional Literacy, Goal Orientation, *Illiteracy, Independent Study, Individual Needs, Learning, *Methods Research, Needs Assessment, *Open Education, *Program Design, Public School Adult Education, School Holding Power, Self Actualization, *Self Evaluation (Individuals), Skill Development, Student Attitudes, Student Financial Aid, Teaching Methods, Training Objectives
Identifiers-New York

Findings of an investigation of ten public school adult basic education (ABE) programs in New York State indicate important implications for ABE programs which foster self-directed learning. Because of the significant relationship between the fostering and student preference for self-directed learning, adult educators should plan ABE programs to encourage the fostering of self-directed learning. Perhaps due to the small number of programs studied, a lack of significance was found between fostering self-directed learning and either (1) drop-out rate or (2) length of stay. If a relationship does exist in either or both of these cases, educators have reason to design programs fostering self-directed learning. Since neither student stipends nor achievement level influences preference for self-directed learning, ABE students may need to be given more responsibility for their own learning. Use of the Self-Directed Learning Situation Reaction Instrument (SDLSRI) to assess an adult learner's preference for self-directed learning may assist ABE teachers in program design. (The SDLSRI and rating form for self-directed learning programs are appended.) (YLB)

ED 185 265 CE 024 475

*Nickovich, Marti Kreps, Alice Roelofs*
**Community Living Skills Guide: Cooking/Food Preparation.**
Metropolitan State Coll., Denver, Colo.
Pub Date- 76
Note-13p.; For related documents see CE 024 470-488 and CE 024 490-493.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Adult Education, Behavioral Objectives, Class Activities, *Cooking Instruction, Course Descriptions, Curriculum Guides, Daily Living Skills, *Developmental Disabilities, Food, *Foods Instruction, Guidelines, Home Economics Skills, Individualized Instruction, Institutionalized Persons, Learning Activities, Lesson Plans, *Normalization (Handicapped), *Nutrition Instruction, Purchasing, Rehabilitation, Residential Programs, Safety, Teaching Guides
Identifiers-College for Living, Metropolitan State College CO

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, Cooking/Food Preparation. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. General objectives include the student's (1) gaining a knowledge of cooking materials, equipment, and their safe use; (2) measuring ingredients for simple recipes; and (3) preparing simple, nutritious meals. The nine steps follow this outline: knowledge of materials, preparation of self for cooking, knowledge of foods basic nutrition, knowledge of equipment, measuring and proportions, combining, making one dish, basic meals, and food identification in order to buy. Contents include a pre-post test and outlines of the steps'' with objectives and activities. Some additional activities for this and related courses are available as CE 024 478. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

ED 185 305 CE 024 640

*Zook, Doris And Others*

**Signs, Symbols and Signals. Book Five. Project Drive.**

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-29p.; For related documents see CE 024 635-643.
Available from-Lancaster-Lebanon Intermediate Unit 13 Adult Education, Box 5026, Lancaster, PA 17601 ($10.00 for set of nine booklets)
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Adult Basic Education, Basic Skills, Certification, *Driver Education, *English for Special Purposes, Functional Literacy, Language Handicaps, Language Skills, Learning Activities, Learning Modules, *Reading Difficulties, *Reading Improvement, *Second Language Instruction, Signs, Spanish Speaking, *Traffic Control, Traffic Safety, Vietnamese
Identifiers-Project Drive

This Project Drive booklet titled Signs, Symbols, and Signals is one of eight booklets designed for intermediate-level English-as-a-second-language students and low-level adult basic education/basic reading students. The goal of the booklet is to aid the student in developing the oral and sight vocabulary necessary for a basic driver training program. The booklet contains exercises designed either for individual instruction or group work. Appended material includes supplementary exercises, a pretest and posttest, and a word list of important vocabulary presented in each unit of the booklet. (LRA)

ED 185 344 CE 024 825

*Dewald, Margaret R.*

**Vocational Home Economics Curriculum Guide for Occupational Home and Institutional Services.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.; Virginia State Dept. of Education, Richmond. Home Economics Education Service.

Pub Date- 79

Note-151p.; For a related document see CE 024 824.

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors-Curriculum Guides, Day Care, Food Service, *Home Economics Skills, *Housekeepers, Learning Activities, *Occupational Home Economics, Secondary Education, Teaching Guides

Identifiers-Virginia

The training program outlined in this guide focuses upon the development of students for gainful employment through a two-year course of study in home and institutional services. Instructional topics are provided in nine areas: orientation to home and institutional services, cleaning supplies and equipment, cleaning surfaces, cleaning clothes and linens, cleaning and using kitchen appliances, preparing food, caring for people, employee awareness, and miscellaneous tasks. Each topic follows a typical format including the following sections: concept, performance objective, generalization, competencies, suggested learning activities, and criterion-referenced measure. Appended material includes a description of the cooperative education program, the vocational youth organization (HERO), community occupational advisory comittees, and a bibliography. (LRA)

ED 185 419 CE 025 183

# ASPIRE (Awareness of Sexual Prejudice Is the Responsibility of Educators) Module 2: Sexism in Education.

Livonia Public Schools, Mich.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-79
Note-121p.; For related documents see CE 025 182 and CE 025 184-185.
Available from-EDC/WEEAP Distribution Center, 39 Chapel St., Newton, MA 02160 ($1.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Career Choice, *Career Guidance, Careers, Classroom Environment, *Counseling Techniques, Counselor Attitudes, Counselor Training, Decision Making, Elementary Secondary Education, Employed Women, Inservice Education, Inservice Teacher Education, Life Style, Nontraditional Occupations, Occupational Aspiration, Postsecondary Education, Sex Bias, Sex Differences, Sex Discrimination, *Sex Fairness, *Sex Role, Sex Stereotypes, Social Attitudes, Social Behavior, Social Influences, Teacher Attitudes, Teaching Conditions, *Teaching Methods
Identifiers-Project ASPIRE

This second of four workshop modules in the Project ASPIRE (Awareness of Sexual Prejudice is the Responsibility of Educators) series deals with developing awareness of how sex-role stereotyping affects the vocational and life-style aspirations and decisions of students. (See Note about other modules.) The module helps workshop participants (1) explore how perceptions of sex roles influence interactions with and reactions to students; (2) explore stereotypes which have historically limited female or male participation in specific occupations; (3) become aware of the present realities of the labor force, of the changing career options for men and women, and of the positive and negative aspects of such choices; and (4) become sensitized to the need for sex fairness in instruction and career guidance. Workshop facilitators are provided with instructional guidelines, participant activities, and supplemental reading materials. Examples of the seventeen participant activities include Index for Reality,'' The Myth and the Reality,'' and Design a Sexist School System.'' Each suggested activity is presented in this format: reference to objective, awareness level, purpose, logistics, materials, time required, process, and variations. It is recommended that at least two activities be chosen to treat each module objective. An appendix contains ten participant readings and one facilitator reference to support specific activities, an index for educators, and a preliminary guide to the assessment and evaluation of sexism in educational contexts. (YLB)

ED 185 439 CG 014 264

*Maehr, Martin L.*

**Sociocultural and Motivational Considerations in the Assessment of Educational Achievement: A Theoretical Overview.**

Pub Date-5 Sep 79

Note-21p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Academic Achievement, *Cultural Influences, Educational Research, Elementary Education, Elementary School Students, *Motivation, *Performance Factors, *Predictive Measurement, Self Concept, *Sociocultural Patterns, Testing Problems

Achievement assessment has recently become an issue of major public concern. Concurrent with demands which have placed increased reliance on measurement and assessment have been criticisms of present testing practices. The effects of sociocultural and motivation variables on achievement patterns of 7,000 Illinois school children were investigated. Achievement, conceptualized as the students' sense of competence (evaluation anxiety and achievement attributions) and motivation goals, was assessed through the use of standardized testing instruments. Results indicated that: (1) sociocultural background directly affects motivation and performance; (2) motivational effects serve to reinforce or enhance the effects of sociocultural background on performance; and (3) both objective performance and the interpretation of that performance affect motivation. (Author/HLM)

ED 185 552 CS 205 459

*Chavez, Luisa C.*

**Jean Piaget's Theory of Equilibration Applied to Language Development.**

Pub Date-Feb 80
Note-28p.; Paper presented at the Annual Meeting of the International Interdisciplinary UAP-USC Conference on Piagetian Theory and the Helping Professions (10th, Los Angeles, CA, February 1-2, 1980).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Child Language, *Cognitive Development, Cognitive Processes, Concept Formation, *Language Acquisition, *Language Skills, *Learning Theories
Identifiers-*Piaget (Jean)

This paper suggests that language study focus its attention more on the pedagogical needs of educators by offering them a more comprehensive dialectical and unifying theory of language development that could then present the process as a holistic endeavor instead of as a set of separate linguistic acquisitions. Specifically, it suggests the use and application of Jean Piaget's cognitive dialectic theory of development (equilibration theory) or a similar one, for general heuristic language development purposes and as a unifying theory for language development. The paper contains two major sections. The first offers a brief and general neo-Piagetian interpretation of equilibration theory that is still taking form. The second presents a particular interpretation of language development first from a dialectical viewpoint and then as a progressive equilibration. (FL)

ED 185 640 EA 012 521

**Technical Assessment Curriculum Development (TACD). An Assessment Report, Volume II. (Technical Supplement).**

Wayne State Univ., Detroit, Mich. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Grant-G007804718
Note-328p.; For a related document, see EA 012 520. Not available in paper copy due to colored paper used in originial document.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Community Education, *Competency Based Education, *Curriculum Development, Higher Education, *Leadership Qualities, *Leadership Training, School Community Relationship

The purpose of this project was to assess the six Technical Assessment Curriculum Development (TACD) projects funded by the U. S. Office of Education in 1976, 1977, and 1978, and awarded to five institutions of higher education. Separate chapters contain the reports submitted by the University of Connecticut, Arizona State University, the University of Florida, and Wayne State University. Syracuse University did not submit a report in time to be included in this document. The final chapter contains a summary and synthesis of TACD projects with considerations for the future. (MLF)

*Barrows, Linda K.*
**Findings and Implications of the Thirteen School Study.**
Pub Date-Apr 80
Note-49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Charts may not reproduce clearly.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Case Studies, *Change Strategies, *Educational Change, *Educational Innovation, Elementary Education, *Models, *Program Implementation
Identifiers-Change Models (Havelock), Concerns Based Adoption Model, Individually Guided Education, Linkage Model (Havelock)

The research discussed in this paper was intended to identify factors that promote or retard change in schools and to relate those factors to the modifications they foster. Data were collected from 13 Wisconsin elementary schools to determine what factors affect (1) the decision to adopt an innovation, (2) the rate of implementation of an innovation, (3) the adaptation of an innovation, and (4) the decision to abandon or replace the innovation. The findings were compared to six current models of change. The models, discussed in detail, were the problem-solving model; the social interaction model; the research, development, and diffusion model; the linkage model; the concerns-based adoption model; and the Individually Guided Education model. Results showed that none of the six models proved adequate in explaining the adoption histories of the 13 sites. The paper then discusses assumptions and utility of each of the change models and suggests an alternative conceptualization of the adoption process. The paper concludes that future research should attempt to relate differing patterns of adoption to the degree of implementation of an innovation. (Author/LD)

ED 185 727 EC 123 537

*Dybwad, Rosemary F., Ed.*

**International Directory of Mental Retardation Resources. Revised Edition.**

International Association for the Scientific Study of Mental Deficiency, Malmo, Sweden.; International League of Societies for the Mentally Handicapped, Brussels (Belgium).

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; President's Committee on Mental Retardation, Washington, D.C.

Report NO.-DHEW-OHDS-79-21019

Pub Date-77

Note-369p.

Pub Type- Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC15 Plus Postage.**

Descriptors-Educational Diagnosis, Educational Policy, Employment, Financial Support, *Foreign Countries, *International Organizations, *International Programs, Medical Services, *Mental Retardation, *Program Descriptions, Recreational Programs, Research, Residential Care, Resource Materials, *Resources, Vocational Education, Voluntary Agencies

The document presents an international directory of mental retardation resources. International organizations pertaining to the mentally retarded are listed and described, including those affiliated with the United Nations, intergovernmental agencies, nongovernmental organizations, international coordinating agencies, and regional nongovernmental organizations. The bulk of the directory consists of reports from 88 individual countries. These reports provide such information (where applicable) as a brief sketch of the country; medical and educational policy; government agencies with mental retardation responsibility; voluntary organizations; publications and journals; other information for visitors; and brief descriptions of mental retardation program areas (including diagnosis, education, work training and employement, medical services, residential care, financial assistance, recreation, research, planning, and personnel training). Some brief travelers' tips are appended. (DLS)

ED 185 748 EC 123 903

*Algozzine, Bob*

**An Analysis of the Disturbingness and Acceptability of Behaviors As a Function of Diagnostic Label.**

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report NO.-IRLD-RR-4

Pub Date-Mar 79

Contract-300-77-0491

Note-21p.; See also EC 123 901-925.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Behavior Patterns, Elementary Secondary Education, *Emotional Disturbances, Exceptional Child Research, *Labeling (of Persons), *Learning Disabilities, *Teacher Attitudes

The relationship between the diagnostic label assigned to a child (emotionally disturbed ED, learning disabled LD) and the type of behavior exhibited by that child was investigated with 128 special education graduate students. Ss were asked to complete one of four randomly assigned case studies in which the label assigned to the child and/or the type of behavior exhibited by the child had been manipulated. Four label and behavior conditions were simulated and analyzed. Results suggested that label-inappropriate behavior (e.g., LD child with ED behavior) was more disturbing and less accepted than label-appropriate behavior (e.g., ED child with ED behavior). Implications for teacher training and ecological intervention were discussed. (Author/CL)

ED 185 771 EC 123 926

*Foster, Kathleen M.*

**A Guide for Teaching Creative Thinking Skills and Creative Problem-Solving in the Gifted Classroom.**

San Diego City Schools, Calif.
Pub Date-79
Note-147p.; For related information, see EC 123 927.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-*Class Activities, *Creative Thinking, Elementary Education, *Gifted, *Problem Solving, Teaching Guides

The guide offers elementary teachers narrative statements about creative thinking in teaching and learning and contains over 100 ideas for gifted classroom activities. Narratives address the following topics: rationale for creative thinking in the classroom, definition of creative thinking, individual development of creativity, teacher and learner responsibility in creative thinking, and creative problem solving. Classroom applications of creative thinking skills are divided into three dimensions gathering and/or isolating data (awareness, fluency, flexibility); doing things with data (perseverance, elaboration, complexity); and doing things differently (courage, curiosity, imagination, originality). Finally, creative thinking and creative problem solving are covered with sections on the creative problem solving (CPS) process, CPS process for a futuristic problem, a CPS center in the classroom, and materials for a CPS center. A list of teacher and classroom resources associated with creative thinking skills concludes the document. (SBH)

ED 185 794 EC 124 110

*Goldstein, Herbert Goldstein, Marjorie T.*

**Reasoning Ability of Mildly Retarded Learners. What Research and Experience Say to the Teacher of Exceptional Children.**

Council for Exceptional Children, Reston, Va. Information Services and Publications.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-400-76-0119
Note-76p.
Available from-The Council for Exceptional Children, Publication Sales Unit, 1920 Association Dr., Reston, VA 22091 ($5.75)
Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143) - Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Cognitive Processes, Elementary Secondary Education, Exceptional Child Research, Guidelines, *Induction, Information Utilization, *Logical Thinking, *Mild Mental Retardation, Problem Solving, *Teaching Methods

The booklet focuses on the use of the logical inductive strategy to teach problem solving skills to mildly retarded learners. An introductory section examines three research studies on interventions in the area of problem solving with the retarded learner and concludes, among other things, that mainstreaming has underscored the need for this population to have competent problem solving skills. The second section explores strategies and tactics, such as role strategies. Discovery type inductive strategies, especially the guided discovery strategy, in which the learner is provided some structure for the experience, are reviewed. The fourth section describes the logical inductive strategy, with emphasis on the three stages mass, differentiation, and integration; and the five steps that comprise the strategy labeling, detailing, inferring, predicting/verifying, and generalizing. The final section discusses methods of implementing the stragegy and presents two simulated lessons and a chart illustrating the inductive problem solving sequence. (Author/PHR)

ED 185 815 FL 011 179

*LeBel, Jean-Guy*

**Elements de correction phonetique du francais (Elements of Phonetic Correction of French). Publication B-53.**

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-75

Note-57p.

Language-French

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Consonants, English, Error Analysis (Language), *French, *Interference (Language), *Language Research, *Phonetics, Postsecondary Education, Pronunciation, Pronunciation Instruction, Secondary Education, *Second Language Instruction, *Second Language Learning, Speech, Teaching Methods, Vowels

Three essays are presented that deal with phonetic correction and that are intended specifically for Anglophones. They deal with the following topics: (1) methods and processes useful in phonetic correction with students called false intermediates''; (2) a synthesis and a methodology of methods of phonetic correction of the French R'' with particular reference to speakers of English; and (3) the teaching of rhythm and its role in the phonetic correction of French. The first essay outlines a methodology for phonetic correction designed for students who exhibit the ability and the desire to converse spontaneously and who have had some years of instruction in French. An outline is given for a dynamic and somewhat eclectic program that is considered appropriate for these students. The second essay discusses the norm proposed for the pronunciation of the French R'' and the difficulties involved for speakers of English. It outlines a method that uses insights and techniques from traditional procedures as well as from on-going research. The final essay describes the rhythm of the French language and provides a detailed description of several exercises designed to facilitate its acquisition. (AMH)

ED 185 381 CE 024 974

**Youth and the Workplace: Perspectives for the Coming Decade, 1979. Hearings before the Committee on Labor and Human Relations, United States Senate, Ninety-Sixth Congress, First Session, on To Examine the Transition from School to Work and Explore the Nature of Youth Employment and Unemployment to Gauge the Conditions, Trends, and Problems Likely to Affect Federal Labor and Human Resources Policy in the 1980's. October 23 and 24, 1979.**

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date-80

Note-469p.; Not available in paper copy due to small print.

Pub Type- Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Federal Aid, *Federal Programs, Hearings, Higher Education, Social Indicators, Trend Analysis, Unemployment, Vocational Education, *Youth Employment, Youth Problems, *Youth Programs

Identifiers-Congress 96th, United States

Proceedings are presented of hearings before the Committee on Labor and Human Resources (1) to examine the transition from school to work and explore the nature of youth employment and unemployment and (2) to gauge the conditions, trends and problems likely to affect federal labor and human resources policy in the 1980s. Among those testifying were Willard Wirtz, National Manpower Institute; Joseph Anderson, Scientific Time Sharing Corporation; Alice Rivlin, Congressional Budget Office; Jennings Randolph, U.S. Senator; Joan Wiskowski, New Jersey Department of Labor and Industry; and Isabell Sawhill, National Commission for Employment Policy. (LRA)

ED 185 400 CE 025 063

*Brown, Hamilton B.*

**Continuing Medical Education for National Health Service Corps Personnel. A Manual for Providers.**

New Mexico Univ., Albuquerque. School of Medicine.

Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Medicine.

Contract-231-77-0039

Note-21p.; For related documents see CE 025 064-065.

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Adult Education, *Continuing Education, Health Occupations, *Health Personnel, *Medical Education, *Planning, *Rural Areas

Identifiers-National Health Service Corps

This manual is designed to help the National Health Service Corps practitioner plan for and obtain continuing medical education. Three introductory sections explain what the manual is about, for whom it is designed, and some of the problems in obtaining continuing medical education. The remaining portion of the manual helps practitioners answer the following questions as they plan for continuing medical education: (1) What do you want from your continuing medical education?; (2) What are your specific learning objectives?; (3) What are possible formats for continuing education?; (4) How do you identify appropriate resources?; (5) What steps do you take to obtain leave?; (6) How should you prepare for the continuing medical education program?; and (7) How can you evaluate the continuing medical education program? Appended is a list of programs that can be used for self-assessment, practice evaluation, and developing a personal learning plan. (LRA)

ED 185 484 CG 014 382

*Krasnegor, Norman A., Ed.*

**The Behavioral Aspects of Smoking.**

National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Report NO.-DHEW-ADM-79-882; NIDA-R-Monogr-26
Pub Date-Aug 79
Note-196p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 017-024-00947-4)
Pub Type- Collected Works - General (020) - Reports - Research (143)
**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors-Adolescents, Anthologies, Behavioral Science Research, *Drug Use, *Habit Formation, *Health Education, *Intervention, Peer Influence, *Personality, Research Projects, *Smoking, Socialization

These five papers present a compact summary of current biological, behavioral and psychosocial research on cigarette smoking behavior. They focus especially on the addictive and dependence processes related to smoking and its effects on health. While much is known, recommendations for further research are suggested on topics including: nicotine, withdrawal, behavioral pharmacology, abstinence, peer pressure, and treatment. An extensive reference list is included. (JC)

ED 185 597 CS 205 525

*Stewig, John Warren*

**Great Art Leads to Joyful Writing.**

Pub Date-Mar 80

Note-23p.; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (12th, San Antonio, TX, March 21-23, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Art, Creative Art, Creative Writing, Descriptive Writing, Educational Research, Elementary Education, *Motivation Techniques, Student Writing Models, *Visual Arts, *Writing (Composition)

A study was conducted to determine how effectively children write when motivated by viewing a work of art and what kind of art they would choose most frequently for motivation. A group of 55 students from second, fourth, and eighth grade classrooms were selected to respond to reproductions of familiar paintings with either fictional or factual writing. After an introductory session during which the students discussed and wrote about a teacher-selected painting, students were free to select pictures of their choice from a group of 15 reproductions. The most frequently chosen piece was a realistic painting called The Country School'' by Winslow Homer. Since students were not questioned as to their reasons for choosing their pictures, the results of the study were inconclusive. (Extensive samples of student writing are included.) (AEA)

ED 185 285 CE 024 542

**Engines. FOS: Fundamentals of Service.**
John Deere Co., Moline, Ill.
Pub Date-80
Note-658p.; For related documents see CE 024 540-541 and CE 024 543-546, CE 024 797-798, and CE 025 209-214.
Available from-John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave., Moline, IL 61265 (manual, Order No. FOS-3004B, $8.50; 10 or more $6.39 each; masters, Order No. FOS-3004, $23.75; supplementary slide set $105.00).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Non-Print Media (100)
**EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Agricultural Education, Agricultural Engineering, Auto Mechanics, *Engines, Equipment Maintenance, Postsecondary Education, *Power Technology, Secondary Education, *Tractors, *Vocational Education

This manual on engines is one of a series of power mechanics texts and visual aids for training in servicing of farm and industrial machinery. (Automotive, truck, and bus applications are often covered as well.) Materials provide basic information and illustrations for use by vocational students and teachers as well as shop servicemen and laymen. The twelve chapters focus on (1) Engines: How They Work; (2) Basic Engine; (3) Gasoline Fuel Systems; (4) LP-Gas Fuel Systems; (5) Diesel Fuels Systems; (6) Intake and Exhaust Systems; (7) Lubrication Systems; (8) Cooling Systems; (9) Governing Systems; (10) Engine Test Equipment and Service Tools; (11) Diagnosis and Testing; and (12) Engine Tune-up. Each chapter concludes with test questions. Answers to the test questions are appended along with a glossary of terms and 199 transparency masters. (A supplementary set of 35mm color slides is also available see availability note.) (LRA)

ED 185 362 CE 024 886

*Russ-Eft, Darlene*

# Adult Education and Aging: Perspectives on Research at a Private Independent Research Organization.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Pub Date-80
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, 1980).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Adult Education, *Aging (Individuals), *Educational Research, Educational Researchers, *Organizational Climate, *Private Agencies, Research Methodology, Research Problems
Identifiers-American Institutes for Research

As part of a symposium on challenges and problems of adult education researchers in different settings, recent research activities at one private independent research organization were examined. Three projects of the American Instituties for Research (AIR) were reviewed, all relating to adult development and aging. The first examined career guidance for adults with an emphasis on women and minorities. It resulted in a catalog describing successful programs throughout the country and in a planning manual for such programs. The second, involving a series of studies to define and assess Quality of Life, indicated that learning and intellectual development is an important dimension of Quality of Life and that adult education can play an important role in the lives of older adults. The third, on adult basic education needs, participation and persistence, was conducted as part of the Statistical Analysis Group in Education (SAGE) created by the National Center for Education Statistics. It was concluded that private research organizations provide the researcher with a great deal of flexibility for setting objectives and that research designs used in applied situations may be less rigorous than those used in basic research, with a trade off occurring between internal and external validity. Major limitations are lack of training for work in a private institution and the lack of security in research support. A major advantage is that multidisciplinary efforts and colleague interaction and collaboration are the norm. (JT)

ED 185 440 CG 014 265

**Counselor's Information Service, Volume 34, Number 4. A Quarterly Annotated Bibliography of Current Literature on Educational and Vocational Guidance.**
B'nai B'rith, Washington, D.C. Career and Counseling Services.
Pub Date-Dec 79
Note-25p.
Available from-B'nai B'rith Career Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, DC 20036
Journal Cit-Counselor's Information Service; v34 n4 Dec 1979
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Adult Education, *Career Counseling, Counselors, *Educational Counseling, Elementary Secondary Education, Employment Counselors, Guidance Personnel, *Periodicals, Postsecondary Education, *Pupil Personnel Services, *Resource Materials, *Student Personnel Services

This annotated bibliography is one in a quarterly series of current literature on educational and vocational guidance. Resources are provided for the following areas: (1) occupational guidance; (2) educational, vocational and personal guidance; (3) guidance administration and procedures; (4) student aids; (5) teacher aids; (6) adult education and aging; (7) handicapped and rehabilitation counseling; and (8) guidance periodicals. Publication addresses, cost, length, and brief description are cited for each reference. (Author/BMW)

ED 185 508 CS 005 370

*Holowenzak, Stephen P.*

**An Evaluation of the Project STAR Reading Program Intervention (State Technical Assistance Resources Project). Volume II: Evaluation Final Report.**

Maryland State Dept. of Education, Baltimore. Div. of Instruction.
Pub Date-Jul 79
Note-168p.; For related documents see CS 005 369 and CS 005 371. Some small print marginally legible. Best copy available.
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-Change Agents, Elementary Education, Evaluation Methods, Improvement Programs, Inservice Teacher Education, *Program Evaluation, *Program Improvement, *Reading Achievement, Reading Improvement, Reading Instruction, *Reading Programs, *Staff Development, State Programs
Identifiers-*Maryland, *Project STAR

This is the second of three volumes that constitute the final evaluation report of Project STAR (State Technical Assistance Resources), an undertaking of the Maryland State Department of Education designed to help 36 elementary schools improve their reading programs. This volume is divided into five parts. The first part contains a discussion of the evaluation design used in the project. The second, third, and fourth parts concentrate on one of the project's goals the improvement of the organization and administration of elementary school reading programs and details three studies that were undertaken to measure this goal: the Reading Achievement Study, the Standards for Successful Reading Programs Study, and the Teacher/Staff Perceptions Study. The fifth part focuses on another goal of the project developing staff competencies to improve reading program content and program management capabilities and details the Inservice Staff Development Study that was devised to measure this goal. The sixth part provides a summary of the evaluative study, including findings, conclusions, and recommendations. Appendixes contain copies of evaluation instruments used in the studies and a glossary of terms used in the report. (FL)

ED 185 530 CS 005 401

*Fitzgerald, Thomas P. Patch-Slegaitis, Alberta*

**Evaluating the Effectiveness of Training and Planning Programs.**

Pub Date-Oct 79
Note-10p.; Paper presented at the Annual Meeting of the College Reading Assocation (21st, Cincinnati, OH, October 26-29, 1979).
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Educational Research, Elementary Secondary Education, *Ethnography, *Evaluation Methods, *Program Development, Program Effectiveness, *Program Evaluation, *Program Improvement, *Reading Programs, School Districts
Identifiers-*Right to Read

An ethnographic paradigm was used to collect the needed information on effective Right to Read program planning and staff training in several New York school districts. The paradigm encompassed six steps: determining program goals and objectives, completing needs assessment, determining planning strategies, writing and accepting the plan, implementing the plan, and evaluating outcomes. These six areas were addressed at a regional meeting, where data were collected from participants and presenters by using questionnaires and interviews. A second major measurement area focused on monitoring participating districts' efforts to organize and practice the skills gained at the regional session. Common elements reflected in this evaluation scheme were identifying the adequacy of programs, planning emphasis and progress, identifying problems and assets, and determining program impact. The results of combining these two inquiries led to five generalizations about how the districts could maintain or improve their Right to Read programs. The main benefits from using ethnographic inquiry were the redirecting of resources and funds to problem areas, reviving staff enthusiasm, and increasing district capabilities for achieving quality reading instruction. In general, ethnographic analysis provided helpful information that statistical treatments or basic surveys alone could not have provided. (RL)

ED 185 553

CS 205 460

*Biddle, Louise Vanderzyl, Mollie*

**RISS'' Handbook.**

Riverside Unified School District, Calif.
Pub Date-Feb 80
Note-42p.; Best copy available.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Basic Skills, *Behavioral Objectives, *Diagnostic Tests, Elementary Secondary Education, Language Arts, *Language Skills, *Mathematics, Middle Schools, Oral Language, Profiles, *Reading Skills, Social Studies, Student Evaluation, Writing (Composition)

Information about the Riverside Instructional Support System (RISS) a program designed to help elementary and middle school teachers and principals monitor basic skills in reading, language. and mathematics is provided in this handbook. The first part of the handbook identifies the components of RISS, including primary, intermediate, and middle school diagnostic tests; a class worksheet on which diagnostic test data are reported; individual profiles used to monitor and assess primary students' oral language skills, elementary students' language arts and mathematics skills, and middle school students' language, social studies, and mathematics skills; a middle school teacher judgment report; and an elementary criterion-referenced test collection. The second part of the handbook identifies skills in a number of RISS categories, including elementary oral language skills (general information, reasoning, listening, and speaking); elementary language arts skills (word study, reading comprehension, punctuation, word usage, written expressions, and study skills); elementary mathematics skills (computations, concepts, and applications); and middle school language arts and mathematics skills. (GT)

ED 185 575 CS 205 493

*Guinn, Dorothy Margaret*

**Stylistic Choice: Sex Stereotypes in the Descriptive Mode.**

Pub Date-Mar 80

Note-10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Characterization, College Freshmen, *Descriptive Writing, Discourse Analysis, Females, Higher Education, *Literary Styles, Males, Prose, Research, *Sex Differences, *Sex Stereotypes, *Student Attitudes

Essays in which 40 freshman composition students described unusual or extraordinary persons were analyzed for the charcteristic choices that males and females made and for the typical ways men and women were described. The analysis yielded seven findings with social implications. Both males and females tended to choose males as objects for description. Male writers were more likely than female writers to describe middle-aged and older subjects, but both males and females avoided describing older women. Male writers wrote significantly more concrete descriptions than females. Both males and females were more concrete when describing persons of the opposite sex. Both sexes also used a broader range of descriptors and used them more frequently when describing males than females. Females tended to reserve some descriptors exclusively for males, the most frequent ones emphasizing activity. Females used descriptors pertaining to interpersonal relationships more frequently than males. (RL)

ED 185 619 CS 502 890

*Straker, Dolores Y.*

**Situational Variables in Language Use. Technical Report No. 167.**

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 80

Contract-400-76-0116

Note-49p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Black Dialects, Black Students, Contrastive Linguistics, Higher Education, *Language Research, *Language Usage, Situational Tests, *Social Influences, *Standard Spoken Usage

Identifiers-*Center for the Study of Reading IL

A study was undertaken to examine how the variables that comprise the construct social situation (interlocutor, setting, and topic) influenced which language variety standard English (SE) or black English (BE) was chosen as a means of communication within a black English-speaking community and how that language variety was used to elaborate topics of conversation. Twenty-eight students at the City University of New York were assigned to one of the eight social situations derived from J. Fishman's construct of social situation, whicb provided the social context in which linguistic variation was examined. Language use within the context of conversation was examined with respect to J. Dore's analysis of how topics are changed, extended, or resumed. The findings suggested the following: that language is used across a series of hierarchically arranged concentric contexts those emphasizing a community's use of language and those emphasizing the individual's use of language; that the variables of each context can produce differing effects on language use depending on what level of the hierarchy language use is belng studied and how these variables interact with one another; and that variables that are associated with one context more than with another can in no way be excluded from influencing language in those contexts where they are not a dominating influence. (Author/FL)

ED 185 641

EA 012 549

*Drahmann, Theodore R.*

**Public and Private Schools: Collaboration, Co-Existence, or Conflict?**

Pub Date-16 Feb 80

Note-26p.; Paper presented at the Annual Meeting of the American Association of School Administrators (112th, Anaheim, CA, February 15-18, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Boards of Education, Catholic Schools, Dual Enrollment, *Educational Cooperation, Elementary Secondary Education, Government School Relationship, *Institutional Cooperation, *Private Education, Private School Aid, Private Schools, *Public Education, Public Schools, School Organization, State Federal Aid, Student Characteristics

The characteristics of private elementary and secondary education briefly described include enrollment patterns, school organization, the status of boards of education in private schools, the financing structure, and the population they service. Areas of collaboration between public and private education exist in shared time arrangements, provision for busing nonpublic school students, and participation of private school children in programs of government financed services and materials. Areas of coexistence in which both systems of schools pursue their ways separately are curriculum and school funding. However, in areas of coexistence there are also areas of competition such as enrollment and finances. The strongest area of competition is that for government funds. The viewpoints of opposing sides are summarized. In the final section of the speech, suggestions are made for ways public and private school educators can increase cooperation, smooth out coexistence, and decrease competition. (MLF)

ED 185 685

EA 012 623

**1979-80 Florida Education Finance Program. Statistical Report. Series 80-01.**

Florida State Dept. of Education, Tallahassee. Div. of Public Schools.

Pub Date-Aug 79
Note-18p.; For a related document, see EA 012 624. Not available in paper copy due to marginal legibility of original document.
Pub Type- Numerical/Quantitative Data (110) - Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Elementary Secondary Education, *Full State Funding, Full Time Students, Postsecondary Education, Program Descriptions, *Resource Allocation, State Federal Aid, *State Programs
Identifiers-*Florida

This report describes the 1979-80 program for financing public K-12 and adult education administered by school districts in Florida. The intent is to supply general information for those having a casual interest in state funding of schools. In addition, the document should be a useful reference for individuals wishing to identify legal authorization for various portions of the funding program. The first section of the report describes key features of the Florida Education Finance Program and provides background information about local, state, and federal support of education in the state. The second section identifies legal authorizations, outlines the requirements for participation, defines terms, and describes the current formula for distributing state funds to public schools. (Author)

ED 185 707 EA 012 696

**Open-Space vs. Self-Contained Classrooms: Differentiations and Contributing Variables (1977-78). Grades One-Six. Evaluation System Mini-Report Six.**

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date-Mar 80

Note-12p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Academic Achievement, Analysis of Covariance, Classroom Environment, *Comparative Analysis, *Elementary School Mathematics, Intermediate Grades, *Open Plan Schools, Predictor Variables, Primary Education, *Reading Achievement, Regression (Statistics), *Self Contained Classrooms

This minireport deals specifically with one classroom environment variable, the physical structure of the classroom as an open-space or a self-contained room. The data for the analyses were drawn from 190 primary grade classes (grades 1-6) and 182 intermediate grade classes (grades 4-6). Classes were analyzed as units, using class means. A total of 29 variables were involved in the multiple regression analyses in order to determine what variables relate significantly to classroom structure. A series of analyses of covariance were run, using the posttest reading and mathematics scores as the dependent variables and the corresponding pretest scores as the covariants with classroom structure (open-space or self-contained) as the independent variable. Results indicated that there are significant reading test differences between the two classroom structures in the primary grades. Reading achievement gains in self-contained classrooms were significantly greater than those in the open-space classrooms. For the intermediate grades it appears that the self-contained classroom provides a better learning environment than does the open-space classroom. The students read more on their own, need less extra help but receive more, are more frequently referred when they have reading or math problems, and present less behavior problems for teachers. At the same time, the open-space classroom is associated with higher interest in reading. (Author/MLF)

EC

ED 185 266 CE 024 476

*Kreps, Alice Roelofs Joslin, Denny*

**Community Living Skills Guide: General Experience Course for the Lower Functioning Person.**

Metropolitan State Coll., Denver, Colo.

Note-11p.; For related documents see CE 024 470-488 and CE 024 490-493.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Adult Education, Basic Skills, Behavioral Objectives, Class Activities, *Communication Skills, Course Descriptions, Curriculum Guides, Daily Living Skills, *Developmental Disabilities, Experience, Guidelines, Individualized Instruction, Institutionalized Persons, Learning Activities, Lesson Plans, *Motor Development, *Normalization (Handicapped), Object Manipulation, *Psychomotor Skills, Rehabilitation, Residential Programs, Sensory Experience, Teaching Guides

Identifiers-College for Living, Metropolitan State College CO

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, General Experience Course for the Lower Functioning Person. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. Goals and objectives include enabling the student to enjoy learning to work on basic communication skills and gross motor and fine motor skills. More specifically, the student will want to do more activities on his own initiative, be able to make his needs known more clearly to others, and better understand requests made of him. Each of the six steps in the course may take several weeks according to the individual. Suggestions are given for discussions and activities. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

ED 185 306 CE 024 641

*Zook, Doris And Others*

**Finding Your Way. Book Six. Project Drive.**

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-29p.; For related documents see CE 024 635-643.
Available from-Lancaster-Lebanon Intermediate Unit 13 Adult Education, Box 5026, Lancaster, PA 17601 ($10.00 for set of nine booklets)
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Adult Basic Education, Basic Skills, Certification, *Driver Education, *English for Special Purposes, Functional Literacy, Language Handicaps, Language Skills, Learning Activities, Learning Modules, Maps, *Map Skills, *Reading Difficulties, *Reading Improvement, *Second Language Instruction, Spanish Speaking, Vietnamese
Identifiers-Project Drive

This Project Drive booklet titled Finding Your Way is one of eight booklets designed for intermediate-level English-as-a-second-language students and low-level adult basic education/basic reading students. The goal of the booklet is to aid the student in developing the oral and sight vocabulary necessary for a basic driver training program. The booklet contains exercises designed either for individual instruction or group work. Appended material includes supplementary exercises, a pretest and posttest, and a word list of important vocabulary presented in each unit of the booklet. (LRA)

*James, Waynne B., Ed. Offill, Phil, Ed.*

**Idea Book for Designing More Effective Learning Activities.**

Oklahoma State Univ., Stillwater. School of Occupational and Adult Education.

Pub Date-Jul 79

Note-168p.; Appendix A, which contained personal information, was removed. May not reproduce clearly due to colored background

Pub Type- Guides - Classroom - Teacher (052) - Reference Materials (130)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors-*Adult Basic Education, Adult Learning, Adult Students, Cognitive Style, *Diagnostic Teaching, Educational Strategies, Guides, Individualized Instruction, *Instructional Development, *Instructional Improvement, *Learning Activities, Nonverbal Communication, Resource Units, Student Characteristics, Student Educational Objectives, Student Evaluation, Student Evaluation of Teacher Performance, Student Needs, *Teacher Effectiveness, Teaching Methods, Test Wiseness

Identifiers-Adult Performance Level, General Educational Development Tests

Intended to help ABE (Adult Basic Education) teachers learn to design effective learning activities, this handbook provides activity suggestions, informative materials, and sample forms and materials. Section 1, Adults as Learners, discusses the adult learner's unique characteristics and includes an article on teaching strategies and learning styles. Deciding What to Teach (section 2) emphasizes three critical concerns need, want, ought to have. The third section, Setting the Climate, gives thirty-five get-acquainted ideas and three articles on nonverbal communication. Section 4, Organizing for Instruction, presents an instructional model based on these five steps: (1) Where Am I? (diagnosis/assessment), (2) Where Am I Going? (state and select objectives), (3) How Will I Get There? (select and implement strategies), (4) How Will I Know When I Have Gotten There? (measure accomplishment of objectives/re-diagnosis), and (5) How Well Did I Do? (evaluate). Charts, articles, sample materials and instruments, descriptions of teaching methods, and a teacher self-evaluation are included. Section 5, Individualized Instruction, provides an opinionnaire and forms for developing diagnostic approaches and selecting activities. The final section, the GED (General Educational Development) Test, presents basic data about test content and test-taking skills. Appendixes include APL (Adult Performance Level) objectives, additional activities, and an evaluation packet. (YLB)

ED 185 463 CG 014 311

*Sexton, Richard E. And Others*

**Effect of Feedback and Training on Utility Usage among Adolescent Delinquents.**

Pub Date-Apr 79

Note-35p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Las Vegas, NV, April 16-19, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Adolescents, *Behavior Change, *Delinquency, *Energy Conservation, *Feedback, *Information Utilization, Outcomes of Education, Program Effectiveness, Program Evaluation, Teaching Methods, *Training Methods

The usefulness of providing specific information and a progress/feedback mechanism to control utility usage in community-based, halfway houses for dependent-neglected and for delinquent adolescents was explored. The investigation was carried out in a random sample of 12 houses of an Arizona facility, divided into equivalent groups of three houses. The observation lasted 11 months, with baseline periods varying from 6-9 months. Utility unit changes were measured every three days. Each resident in the test groups (schedules varied) was given a manual describing conservation measures, and passed a quiz on this material. In the feedback period each house was notified of increase/decrease changes in utility usage levels. Conditions and time periods varied according to group assignments. Patterns of usage and usage means for each group were analyzed. Percentage-change analyses were employed to detect any differences. Both manual and feedback conditions were effective in reducing utility usage from baseline levels. Change was particularly evident in groups with initially high usage patterns. (Author)

ED 185 663 EA 012 593

*Fuhrman, Susan And Others*

**State Education Politics: The Case of School Finance Reform.**

Education Commission of the States, Denver, Colo. Education Finance Center.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-ECS-F79-12
Pub Date-Dec 79
Contract-400-76-0039
Note-94p.
Pub Type- Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Case Studies, Elementary Secondary Education, Equalization Aid, *Finance Reform, Government Role, Government School Relationship, Lobbying, Policy Formation, *Political Influences, *Politics, *State Aid, *State Legislation
Identifiers-California, Florida, Maine, Missouri, New Mexico, Oregon, South Carolina

School finance reform has reflected, over the last 10 years, the changing relationship between education and state government. Emerging from the case histories presented here is the conclusion that, gradually, the barriers separating education policymakers from general government have been lowered. At the same time, the fragmentation among education interest groups has increased. While the process of school finance reform has varied among the states, a number of common elements characterize reform in six states discussed here (Maine, Florida, New Mexico, California, Missouri, and South Carolina). First, reform occurred when compromises were made within study commissions prior to legislative consideration. (Oregon, where such compromises were not made, offers this publication's sole example of the failure of reform.) Second, the involvement of governors and key legislators was necessary. Although the role of traditional education groups was relatively low, new interests, including taxpayers, minority groups, cities, and nationally recognized organizations, played an important role. The availability of state funds, judicial pressure, and long periods of planning time were all important. The reform process did not change significantly throughout the 1970s in spite of emerging issues like declining enrollment and accountability. (Author/JM)

ED 185 749 EC 123 904

*Algozzine, Bob McGraw, Karen*

**Diagnostic Testing in Mathematics: An Extension of the PIAT?**

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report NO.-IRLD-RR-5
Pub Date-Mar 79
Contract-300-77-0491
Note-26p.; See also EC 123 901-925.
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Diagnostic Tests, Elementary Education, Error Patterns, *Learning Disabilities, *Mathematics
Identifiers-*Peabody Individual Achievement Test

The Mathematics subtest of the Peabody Individual Achievement Test is analyzed and its content represented in a format similar to that used in diagnostic math tests. An error analysis matrix is provided and its use is illustrated with application to the mathematics performance of a sixth grade child. The subtest is recommended as a diagnostic test to identify specific strengths and weaknesses in mathematics skill development. (CL)

ED 185 772 EC 123 927

*Bennett, Janice O. Markle, Patricia Ann*

**A Guide for Teaching Structure of the Intellect in the Gifted Classroom.**

San Diego City Schools, Calif.

Pub Date-78

Note-576p.; For related information, see EC 123 926.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

**EDRS Price - MF02/PC24 Plus Postage.**

Descriptors-*Class Activities, Cognitive Development, Convergent Thinking, *Creative Development, *Creative Thinking, Divergent Thinking, Elementary Education, Games, *Gifted, Instructional Materials, Memory, Puzzles, Student Evaluation, Teaching Guides

Identifiers-*Structure of Intellect

The document offers suggestions for developing a Strucure of Intellect (SOI) program for gifted elementary students. An introductory chapter covers the definition of SOI, rationale for using the SOI model with gifted students, purpose of the guide, assessment of intellectual ability, preparation of the SOI prescription, classroom activities based on the SOI, organization and teaching strategies, and SOI tasks to be used in remedial reading. Also provided in this initial section are resources which include a list of teachers, references, SOI classification of educational materials, an outline of Erickson Elementary School lab materials, materials list for the SOI Abilities Workbook, and the SOI Institute list of materials and services. Subsequent chapters are color coded for five areas (cognition, memory, convergent production, divergent production, and evaluation) and usually include an introduction and sections with a glossary of pertinent SOI factor definitions; a list of commercially prepared materials; descriptions of activities; and task cards (which consist of mazes, puzzles, graphs, and other instructional materials). (SBH)

ED 185 816 FL 011 203

*Brown, H. Douglas*
**Principles of Language Learning and Teaching.**
Pub Date-80
Note-276p.
Available from-Prentice-Hall, Inc., College Operations Department, Englewood Cliffs, NJ 07632 ($8.95).
Pub Type- Books (010) - Guides - Classroom - Teacher (052) - Reports - Research (143)
**Document Not Available from EDRS.**
Descriptors-Applied Linguistics, Cognitive Style, Contrastive Linguistics, Cultural Influences, Discourse Analysis, Error Analysis (Language), Higher Education, Instructional Materials, *Language Acquisition, Language Research, *Language Teachers, Language Tests, *Learning Theories, Personality, *Second Language Instruction, *Second Language Learning, Sociocultural Patterns, Teacher Education, Teaching Methods, *Textbooks

This text, designed to provide teachers and teacher-trainees with a comprehensive and up-to-date grasp of the theoretical foundations of foreign language teaching, is based on the assumption that a teacher-trainee needs to gain broad but systematic knowledge of the process of second language acquisition in order to understand and adapt teaching techniques. The subject matter of the text, divided into twelve chapters, is examined from the interdisciplinary perspectives of linguistics, psychology, and education. The following topics are covered: (1) language learning and teaching; (2) first language acquisition; (3) comparison and contrast of first and second language acquisition; (4) human learning theories, cognitive and learning styles, personality factors, and sociocultural variables; (5) contrastive analysis and language learning; (6) error analysis and interlanguage; (7) discourse analysis; and (8) foundations of measurement and research. Although specific techniques and procedures are not within the scope of the book, general approaches and methods are described in the final chapter. (AMH)

ED 185 248 CE 024 011

*Phelps, William R.*

**A Project to Vocationally Rehabilitate Persons with Poorly Controlled Epileptic Seizures.**

West Virginia State Dept. of Education, Charleston. Div. of Vocational Rehabilitation.

Pub Date-29 Jun 79

Note-261p.; Small type in tables and diagrams will not reproduce well.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors-*Ability, *Adults, *Developmental Disabilities, *Epilepsy, Learning Disabilities, Program Descriptions, *Rehabilitation, Seizures, Vocational Rehabilitation

Identifiers-Rehabilitation Act 1973, West Virginia

This three-year pilot program provided an opportunity to work intensively with a small group of severe epileptic clients in a comprehensive rehabilitation center setting. The goals of the program were not only to evaluate intensively and attempt to maximize the individual client's potential for working and living in society through the provision of multi-disciplinary services, but also to examine closely the system for providing vocational rehabilitation services in order to determine if the needs of these people might be better served. Through intensive multi-disciplinary evaluation, it was determined that most clients were less handicapped by the occurrence of seizure activity than they were by deficits in the areas of learning, communication, perception, dexterity, interpersonal skills, and, most of all, behavior. Major accomplishments were the documentation of the multiple problems which handicap these people, the development of a method of evaluating these problems through intensive inter-disciplinary programing, the demonstration of the merit of various intervention methods upon behavioral problems, and the formulation of a model in which a comprehensive vocational rehabilitation facility can expand its services. (Author/LRA)

ED 185 325 CE 024 780

*Twarog, Katherine J. Crowe, Michael R.*

**Learning and Work Programs: Transitional Educative Cultures. Research and Development Series No. 199.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-NIE-G-78-0211
Note-120p.; For related documents see CE 024 777, CE 024 779, CE 024 781, and CE 025 119.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($7.25)
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Case Studies, Community Characteristics, *Cultural Context, Economic Factors, *Education Work Relationship, *Experiential Learning, High Schools, Leadership, Sociocultural Patterns, Student Characteristics, Wages, *Work Experience Programs

A comparative case study of education and work programs was conducted from an anthropological frame of reference to determine how each sets up a program culture for learners to achieve program goals. Three variables structured into the original research design of the project were (1) the length of the program; (2) the type of community served, and (3) the socio-academic characteristics of the students served. Results of the study indicate that leadership and faculty tenure seem to have a stabilizing effect on the length of the program; availability of public transporatation and time commitment required by the program coordinator to adequately supervise students in a large geographical area vary by community type; and that the traditional role of education as a conduit to vertical class mobility should be considered in the placing and processing of experiences with respect to socio-academic student characteristics. Results indicate that while the four education and work programs represented diverse responses to local needs and local resources, they all shared three characteristics: an orientation toward the economic institutions of the community; the inclusion of a learning component; and the awarding of academic credit or pay. Two other areas of concern identified were the additional responsibility students with psycho-social problems placed on the program and the unique socio-cultural problems of the role of the work sponsor. (MEK)

ED 185 382 CE 024 977

*Anderson, Kent, Ed.*

**Art Education and the Art Teaching Profession. Monograph No. 1.**

National Art Education Association, Reston, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-300-78-0411
Note-46p.; Photographs will not reproduce well. For related documents see CE 024 978-980.
Available from-The National Art Education Association, 1916 Association Drive, Reston, VA 22091 ($4.50).
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Administration, *Art Education, *Career Education, Elementary Secondary Education, Higher Education, *Program Development
Identifiers-National Art Education Association

The purpose of this monograph is to present the thinking of art educators from all levels of the profession regarding the means to identify and encourage qualitative art career education. Each of the four sections is comprised of small group session reports of contributions, concepts, needs, and concerns that emerged from four National Art Education Association conferences that focused on career education in art education. The report of the elementary division sessions is a synthesis of what has been done and what could be done in the future to increase students' awareness and understanding of themselves, their abilities, and the world of careers. The secondary session report focuses on present efforts in career education, suggestions for future actions, cautions/problems/hindering forces, and recommendations for association actions. The report of the higher education division addresses continuing education, college art education for majors and non-majors, and the responsibilities of higher education toward the K-12 curriculum. Finally, the report of the supervision and administration division discusses the need for support at the highest levels of decision making. (LRA)

ED 185 401 CE 025 064

*Brown, Hamilton B.*

**Continuing Medical Education for National Health Service Corps Personnel. A Manual for Regional Clinical Coordinators.**

New Mexico Univ., Albuquerque. School of Medicine.

Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Medicine.

Contract-231-77-0039

Note-28p.; For realted documents see CE 025 063 and CE 025 065.

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Administrator Guides, Adult Education, *Continuing Education, Health Occupations, *Medical Education, *Physicians, *Planning, *Rural Areas

Identifiers-National Health Service Corps

This manual provides the regional clinical coordinator with ideas of what a clinical support system for the National Health Service Corps (NHSC) providers should include and ideas on how to create effective regional systems. Following an introductory section, the first of three additional sections defines the purpose of clinical support systems as being twofold: first, to support the physician as he adjusts to his new isolated role in the practice of medicine, and second, to fill the gaps in his training. The second section provides a brief discussion of the scope of clinical support service. Section 3 describes four roles of regional clinical coordinators: (1) to understnad the needs of and maintain contact with NHSC practitioners, (2) to identify appropriate resources within each state in their region, (3) to develop specific projects with each instituion, and (4) to evaluate the effectiveness of the program. A personal continuing medical education assessment form is appended. (LRA)

ED 185 485 CG 014 383

*Manatt, Marsha*

**Parents, Peers and Pot.**

National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.

Report NO.-DHEW-ADM-79-812

Pub Date-79

Contract-271-77-4515; 271-78-4655

Note-105p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-024-00941-5); National Clearinghouse for Drug Abuse Information, Room 10A56 Parklawn Building, 5600 Fishers Lane, Rockville, MD 20857 (single copies, no price given).

Pub Type- Guides - Non-Classroom (055) - Books (010)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-*Adolescents, Community Programs, *Drug Abuse, *Drug Education, Family (Sociological Unit), Marihuana, *Parent Child Relationship, Parent Influence, *Parent Responsibility, Peer Counseling, Peer Influence, *Prevention

This book looks at the problem of drug abuse, particularly the use of marihuana by children ages 9 to 14, and describes one strategy parents can use to prevent drug use by their children. On the premise that nonmedical drug use is not acceptable for children, parents need to provide guidance and exercise discipline with respect to drug use among children. The evolution of the drug culture and the risks of adolescent marihuana use are explored. A guide is presented for parents who want to prevent or stop their children from using drugs. Included is a discussion of the experience of neighborhood parents in a suburb of Atlanta, Georgia, as they worked to stop drug use among children 15 years of age and younger. (CC)

ED 185 598 CS 205 527

*Goldstein, Elizabeth Perfetti, Charles*
**Connections, Coherence, and Cognition in Composition.**
Pub Date-Mar 80
Note-15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980). Best copy available.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Cognitive Processes, *Connected Discourse, Recall (Psychology), Research, Sentences, *Writing (Composition), *Writing Skills
Identifiers-*Cohesion (Written Composition), *Text Coherence, Writing Research

In a study conducted to show the importance of sentence connections as a way of looking at a writer's cognitive processes, three devices used to achieve coherence in written discourse were compared and proved to be unequally effective. The devices were cohesion (use of a textual reference in a sentence that has an antecedent in a preceding sentence), major argument overlap (use of a reference that is a relational concept to a proposition in a preceding sentence), and the given/new obligation that requires that each sentence convey two kinds of information-given information and new information. Given information is information writers believe readers already know either from prior knowledge or from preceding sentences. New information is information writers believe readers do not yet know or are not thinking about until writers call attention to it. This given/new obligation demands that the writer arrange material so that readers' expectations are fulfilled. Since subjects in the study did not remember sentences that had only major argument overlap and textual cohesion, it was concluded that in the absence of shared prior knowledge, the fulfillment of the given/new obligation is necessary for coherence. (AEA)

ED 185 728 EC 123 538

*Stoneburner, Robert L. Dowdy, Lynne R.*
**Pots and Pans: Activities for Parent and Child. Revised.**
Illinois State Board of Education, Springfield.
Pub Date-Jun 79
Note-41p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Basic Skills, Child Development, Daily Living Skills, *Disabilities, Home Instruction, *Learning Activities, *Parent Participation, *Preschool Children, *Self Care Skills

The booklet presents developmental and basic skills learning activities for parents to use at home with their handicapped preschool children to better prepare the children for school related experiences. Under each activity are provided a statement of what the activity seeks to accomplish, a list of materials necessary for the activity, suggested methods to be used in carrying out the activity, and suggested ways in which the activity can be enriched and extended. The section on basic concept development activities focuses on such aspects as color, naming body parts, identifying common objects, grouping by size and shape, position in space, and weight. Among the language development activities presented are those which stress following directions, developing good listening, rhyming words, and asking and answering questions. Motor skill development activities focus on such things as drawing basic shapes, tracing patterns, developing small and large muscle coordination, developing eye-hand coordination, developing body balance, and developing tactile awareness. Social skill development activities presented are geared toward such areas as role playing, toileting, dressing, eating, using the telephone, and socializing. (DLS)

*Morse, William C. And Others*
**Affective Education for Special Children and Youth. What Research and Experience Say to the Teacher of Exceptional Children.**
Council for Exceptional Children, Reston, Va. Information Services and Publications.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-400-76-0119
Note-128p.
Available from-The Council for Exceptional Children, Publication Sales Unit, 1920 Association Dr., Reston, VA 22091 ($6.25)
Pub Type- Guides - Classroom - Teacher (052) - Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-*Affective Behavior, *Disabilities, Elementary Education, Emotional Development, *Humanistic Education, Preschool Education, Psychological Needs, Secondary Education, *Self Concept, *Social Adjustment, Teacher Role

Affective education methods in special education are the concern of the text. Goals, definitions, and processes in affective education are considered in Chapter 1, which also examines such topics as the relationship between affective education and mainstreaming, teacher role, and pupil focused affective education. Specific program content is presented in the succeeding three chapters for special preschool, elementary age, and adolescent students. Each addresses the basic support needs for affective growth, affective tasks of each age group, and appropriate affective educational processes. A final chapter touches on evaluation of affective education. (CL)

ED 185 420 CE 025 184

**ASPIRE (Awareness of Sexual Prejudice Is the Responsibility of Educators) Module 3: Evaluating Instructional Materials.**

Livonia Public Schools, Mich.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-79
Note-72p.; For related documents see CE 025 182-183 and CE 025 185.
Available from-EDC/WEEAP Distribution Center, 39 Chapel St., Newton, MA 02160 ($1.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Audiovisual Aids, Career Counseling, Classroom Environment, Counselor Attitudes, Counselor Training, Curriculum Development, Elementary Secondary Education, *Evaluation Criteria, Formative Evaluation, Inservice Education, Inservice Teacher Education, *Instructional Materials, Postsecondary Education, *Sex Bias, Sex Discrimination, Sex Fairness, Sex Role, *Sex Stereotypes, Social Bias, Teacher Attitudes, Teaching Conditions, *Textbook Bias, *Textbook Evaluation, Textbook Selection
Identifiers-Project ASPIRE

This third of four workshop modules in the Project ASPIRE (Awareness of Sexual Prejudice is the Responsibility of Educators) series deals with analyzing and developing procedures for dealing with sexual stereotypes and biases reflected in learning and counseling materials with the schools. (See Note about other modules.) The module helps workshop participants (1) develop criteria for evaluating instructional and counseling materials in terms of sexual and cultural bias, (2) examine currently used materials to determine if they include evidence of bias, (3) examine current procedures and criteria for the selection of counseling and instructional materials, (4) examine the flexibility of the curriculum in order to determine the potential for change, and (5) develop supplemental activities to assist in working with biased instructional materials. The module provides workshop facilitators with instruction guidelines, participant activities, and supplemental reading materials. Examples of the fourteen participant activities include Who's Who?'' Developing Criteria,'' Create a Sex-Fair Story,'' and Differential Treatment.'' Each suggested activity is presented in this format: reference to objective, awareness level, purpose, logistics, materials, time required, and process (and variations). It is recommended that at least two activities be chosen to treat each module objective. An appendix contains seven readings to support specific activities. (YLB)

ED 185 554 CS 205 461

*Boehme, Galen R.*

**Practical English Involves the Community.**

Pub Date-Mar 80

Note-8p.; Paper presented at the combined Annual Meeting of the Secondary School English Conference and the Conference on English Education (Omaha, NE, March 27-29, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Budgeting, *Career Planning, *Community Involvement, Course Descriptions, Employment Interviews, *English Instruction, Goal Orientation, Job Search Methods, *Job Skills, *Occupational Information, Secondary Education, *Writing Skills

A semester-long high school English course brings local professionals into the classroom to help the teacher introduce students to the language arts skills associated with the working world. The five major areas of the course are composition, career interests, income tax, insurance, and goal setting. The first content area, composition, covers specific skills related to writing various business communications, and local businesspeople respond to and evaluate the student letters. The second area, career interests, helps students assess their technical and academic interests, locate the schools in which those interests and skills can be developed, locate a job within an interest area, and interview for the job. A representative from a state employment office is a guest instructor and conducts mock interviews. The third area, income tax, presents material from the Internal Revenue Service and includes a seminar with a local bookkeeper and a question and answer session with a tax consultant. The fourth area, insurance, allows the most contact with local businesspeople in a seven-hour seminar on five major types of insurance. The last section, goal setting, uses film, cassette programs, and community individuals to stress that students can achieve their personal goals through a planned, step-by-step process. (AEA)

ED 185 576 CS 205 494

*Sparrow, W. Keats*

**Coordination Problems in Graduate Programs for Two-Year College English Teachers.**

Pub Date-Mar 80

Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Administrative Problems, Coordination, Educational Needs, *English Teacher Education, Graduate Study, Teacher Education, *Two Year Colleges

Six problems in coordinating a graduate program for two-year college English teachers are discussed in this paper. The problems are: how to implement national guidelines for such programs, how to staff the programs, how to accommodate traditional university personnel guidelines and regulations to the nontraditional staff for the programs, how to attract preservice and inservice teachers into the programs, how to help graduates obtain suitable placement, and how to arrange for the certification of suitable programs. The paper concludes that those involved in graduate programs for two-year college English teachers need a national effort to deal with these and other issues. (FL)

ED 185 620 CS 502 892

*Lange, James C. Wiseman, Richard*

**Concomitants of Political Knowledge: Demographic versus Psychological Predictors.**

Pub Date-Apr 80
Note-34p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Ocean City, MD, April 24-26, 1980).
Pub Type- Reports - Research (143) - Information Analyses (070) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Communication (Thought Transfer), *Cross Cultural Studies, *Demography, *Developing Nations, *Information Dissemination, *Predictor Variables, *Psychological Patterns, Research, Research Methodology
Identifiers-*Communication Research

Based on the assumption that the variables used in diffusion of information studies in developing nations are subject to Western bias, theoretically complex, difficult to compare across cultures, and difficult to operationalize, a study was undertaken to test the predictive ability of simpler demographic variables. The data were drawn from a nationwide sample of 4,863 Ghanians and were collected by information agency interviewers of that country using a quota scheme to approximate census figures. Analysis of results showed that, using a modification of the D. Lerner and E. Rogers and L. Svenning model, variables from the biosphere (age and sex), the culture (education and occupation), the environment (road class and town size), and the use of mass media explained as much or more of the variance in political knowledge of the respondents as did studies using psychological variables such as empathy, cosmopoliteness, socioeconomic status, or achievement motivation. The findings suggest the use of a causal process model and the simpler demographic variables for market analysis and testing campaign effectiveness when a full-scale sociometric analysis is not feasible, especially in developing nations where little is yet known about the dynamics of the interview situation or about cross-cultural comparability of data. (Author/FL)

ED 185 642 EA 012 565

*Atherton, Peter J.*

**Some Theoretical Considerations Influencing Educational Finance in the 1980's.**

Pub Date-25 Sep 79
Note-20p.; Paper presented at the Annual Meeting of the Canadian Association of School Administrators (September 25, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Costs, *Declining Enrollment, Elementary Secondary Education, *Expenditure Per Student, *Financial Problems, *Financial Support, Grants, Inflation (Economics), Program Costs, *Resource Allocation, Retrenchment, School Funds, *School Support, State Aid, Unit Costs
Identifiers-Canada

The major problem to be faced in Canada in the next decade is resource allocation. Administrators must make conscious efforts to distinguish between changes in price levels that are the effect of inflationary pressures and increases in costs that are the result of changes in quality or quantity of inputs. A second area extremely important in dealing with declining resources will be the way available resources are distributed. Critical will be an understanding of the difference between average and marginal cost. Average cost measures include cost per student, cost per teacher, and cost per classroom. Marginal cost may be defined at the actual saving or cost that results from adding or subtracting one more unit to the system. When resources are allocated according to a formula based on average cost (such as amount per student) during a period of declining enrollment, fund allocation goes down more than actual marginal savings go up. Although the number of students has declined, the total cost for teacher salaries or plant maintenance remains the same. School boards must be helped to adjust to this situation through a reorganization of allocation systems to reflect true costs more accurately. (Author/JM)

**Fasteners. FOS: Fundamentals of Service.**
John Deere Co., Moline, Ill.
Pub Date-79
Note-71p.; For related documents see CE 024 540-542 and CE 024 544-546, CE 024 797-798, and CE 025 209-214.
Available from-John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave., Moline, IL 61265 (Order No. FOS-6002B, $4.25; 10 or more $3.19 each; supplementary slide set $50.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Agricultural Education, *Agricultural Engineering, *Agricultural Machinery, Instructional Materials, Postsecondary Education, *Power Technology, Secondary Education, *Vocational Education
Identifiers-*Fasteners (Machinery)

This manual on fasteners (devices used in home and shop to hold things together) is one of a series of power mechanics texts and visual aids on operation, diagnosis, and repair. Materials provide basic information and illustrations for use by vocational students and teachers as well as shop servicemen and laymen. Seven chapters are included: (1) Importance of Fasteners; (2) Bolts, Cap Screws, Nuts, and Locking Devices; (3) Working with Bolts, Cap Screws, and Nuts; (4) Screws, Keys, Studs, Pins, Snap Rings, Rivets, and Clamps; (5) Specialty and Plastic Fasteners; (6) Adhesives and Sealants; and (7) Tables, Torques, and Metrics. Each part concludes with test questions. Answers to the test questions are appended. (A supplementary 35mm color slide set is also availabile see availability note.) (LRA)

ED 185 307 CE 024 642

*Zook, Doris And Others*

**Forms, Forms and More Forms. Book Seven. Project Drive.**

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-42p.; For related documents see CE 024 635-643. The examples of forms will not reproduce well.
Available from-Lancaster-Lebanon Intermediate Unit 13 Adult Education, Box 5026, Lancaster, PA 17601 ($10.00 for set of nine booklets)

Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Adult Basic Education, Basic Skills, Certification, *Driver Education, *English for Special Purposes, Functional Literacy, Language Handicaps, Language Skills, Learning Activities, Learning Modules, *Reading Difficulties, *Reading Improvement, *Second Language Instruction, Spanish Speaking, Vietnamese
Identifiers-*Application Forms, Project Drive

This Project Drive booklet titled Forms, Forms, and More Forms is one of eight booklets designed for intermediate-level English-as-a-second-language students and low-level adult basic education/basic reading students. The goal of the booklet is to aid the student in developing the oral and sight vocabulary necessary for a basic driver training program. The booklet contains exercises designed either for individual instruction or group work. Appended material includes supplementary exercises, a pretest and posttest, and a word list of important vocabulary presented in each unit of the booklet. (LRA)

ED 185 441 CG 014 267

*Mezoff, Bob*

**Types of Matching Models in Human Relations Training.**

ODT Associates, Amherst, Mass.
Pub Date- 79
Note-35p.; For related document see CG 014 268.
Available from-ODT Associates, 200 Village Park, Amherst, MA 01002
Pub Type- Reports - Research (143) - Information Analyses (070)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Adults, Aptitude, *Aptitude Treatment Interaction, *Cognitive Style, Educational Strategies, Employees, *Human Relations, Interaction Process Analysis, Literature Reviews, Models, Psychotherapy, *Sensitivity Training, *Teaching Methods, *Training Methods

This paper reviews the various matching model (aptitude-treatment-interaction) strategies that might be used in human relations training (HRT) settings. The introduction provides a definition of matching models, discusses the need for a matching model approach in HRT, identifies certain assumptions about HRT, and provides an overview of the rest of the paper. Each of the five types of matching models is reviewed. The utility of each model in the HRT setting is discussed, and specific examples of HRT applications of the models are provided. The history of matching model research is briefly reviewed, including the best approach for HRT, i.e., the capitalization model which calls for a training design that capitalizes on the participants' strong points. (Author)

ED 185 464 CG 014 312

*Carpenter, C. Jan Huston-Stein, Aletha*

**Sex-Typed Activities: Cause or Effect?**

Pub Date-Jun 79
Note-13p.; Paper presented at the Annual Meeting of the Association for Behavior Analysis: International Organization (5th, Dearborn, MI, June 16-19, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Behavior Patterns, *Child Development, Children, Cognitive Processes, Experiential Learning, Identification (Psychology), *Learning Activities, Participation, *Play, *Sex Differences, *Sex Stereotypes, State of the Art Reviews

Sex differences in activity selection or choice appear by age 12 or 18 months. These choices are one of the earliest indicators of sex differences in the behavior of young children. Differences in activity participation or toy choices are evident long before the emergence of sex differences in personality characteristics like passivity or sex-typed behavior like aggression. Some theorists view sex-typed participation in activities as an outcome of an already developed gender identity or as an outcome of differential reinforcement or modeling. Sex-typed behaviors can be learned in at least two ways. In the first, antecedent events such as participation in sex-typed activities and toy preference lead to sex-typed behaviors of passivity and aggression. In the second, sex-typed behavior like aggression leads to a preference for sex-typed activities, toy preferences, or dress-style. Assuming that participation in sex-typed activities is an antecedent of sex-typed behavior, there is evidence that changes in sex-typed behavior can be expected as a function of exposure to or participation in activities. (Author/HLM)

ED 185 509 CS 005 371

**Project STAR Handbook. Volume III, Project STAR Final Evaluation, 1979.**

Maryland State Dept. of Education, Baltimore. Div. of Instruction.
Pub Date-79
Note-251p.; For related documents see CS 005 369-370. A number of pages may be marginally legible. Best copy available.
Pub Type-Reports - Descriptive (141) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC11 Plus Postage.**
Descriptors-Elementary Education, *Improvement Programs, Program Content, Program Design, Program Development, *Program Implementation, *Program Improvement, *Reading Programs, *Staff Development
Identifiers-*Maryland, *Project STAR

This is the third of three volumes that constitute the final evaluation report of Project STAR (State Technical Assistance Resources), an undertaking of the Maryland State Department of Education designed to help 36 elementary schools improve their reading programs. This volume is the project handbook and contains information concerning the planning of the project, its implementation, and its evaluation. In addition, it provides insight into the purposes, background, and development of the project. Specific sections provide information concerning the professional responsibilities of the staff, operational procedures, the process model used in the project, and resources. Appendixes provide copies of forms used in evaluating the project. (FL)

ED 185 531 CS 005 402

*Anderson, Linda K.*

**Functional Literacy: The Definition, Need for Measurement and Local Efforts. Occasional Paper.**

Texas Univ., San Antonio. Coll. of Multidisciplinary Studies.

Pub Date-80

Note-25p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (1980).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Competency Based Education, Educational Needs, *Functional Literacy, Job Skills, *Literacy Education, *Test Construction, Testing Problems, Test Reliability, Test Validity

The purposes of this paper are to explore and present various opinions concerning the nature of functional literacy and the questions involved in assessing the extent to which one is or is not functionally literate, and to describe one instrument designed to measure functional literacy. The major sections of the paper provide information on the following topics: the definition of functional literacy/competency, how to test for functional literacy, what do to with the results of such tests, national and state efforts at functional literacy testing, and local efforts, including the development of an instrument by one school district that would measure and reflect the kinds of skills employers expect from employees in one geographic area. (FL)

ED 185 686 EA 012 624

**1978-79 Florida Education Finance Program. Statistical Report. Series 79-14.**

Florida State Dept. of Education, Tallahassee. Div. of Public Schools.
Pub Date-Feb 79
Note-21p.; For a related document, see EA 012 623. Not available in paper copy due to marginal legibility of original document.
Pub Type- Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090) - Numerical/Quantitative Data (110)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Elementary Secondary Education, *Full State Funding, Full Time Students, Postsecondary Education, Program Descriptions, *Resource Allocation, State Federal Aid, *State Programs
Identifiers-*Florida

This report describes the 1978-79 program for financing public schools in Florida. The intent is to supply general information for those having a casual interest in state funding of schools and more detailed descriptions for the school administrator or the student of school finance. In addition, the document should be a useful reference for individuals wishing to identify legal autborization for various portions of the funding program. The first section of the report describes key features of the Florida Education Finance Program and provides background information about local, state, and federal support of education in the state. The second section identifies legal authorizations, outlines the requirements for participation, defines terms, and describes the current formula for distributing state funds to public schools. (Author)

ED 185 750 EC 123 905

*Deno, Stanley L.*

**A Direct Observation Approach to Measuring Classroom Behavior: Procedures and Application.**

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report NO.-IRLD-RR-6

Pub Date-Apr 79

Contract-300-77-0491

Note-32p.; See also EC 123 901-925.

Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Behavior Problems, Case Studies, *Classroom Observation Techniques, Elementary Education, Evaluation Methods, Informal Assessment, *Measurement Techniques, Peer Groups, Student Evaluation

An approach for systematically observing and recording behavioral difference in the classroom is described, and its use with 11 behavior problem elementary students is discussed. The author points out the importance of peer sampling and the use of multiple observations to avoid erroneous conclusions. A case study of a second grade child illustrates the potential use of the observation system. (CL)

ED 185 267 CE 024 477

Jones, Gwen Kreps, Alice Roelofs

**Community Living Skills Guide: Homemaking and Family Living.**

Metropolitan State Coll., Denver, Colo.

Pub Date- 76

Note-20p.; For related documents see CE 024 470-488 and CE 024 490-493.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Adult Education, Behavioral Objectives, Class Activities, Clothing, Course Descriptions, Curriculum Guides, *Daily Living Skills, *Developmental Disabilities, Family Environment, *Family Life, Family Relationship, Guidelines, Home Economics Skills, *Homemaking Skills, Hygiene, Individualized Instruction, Institutionalized Persons, Learning Activities, Lesson Plans, Money Management, *Normalization (Handicapped), Problem Solving, Rehabilitation, Residential Programs, Self Care Skills, Teaching Guides

Identifiers-College for Living, Metropolitan State College CO

This is one of twenty course guides in the Community Living Skills Guide for the College for Living series which provides guidelines and workbook activities for the course, Homemaking and Family Living. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. The goal of this course is to familiarize students with the maintenance of independent living skills, i.e., problem solving in relation to food identification, serving and manners, clothing selection and care, personal appearance and hygiene, and family responsibility. Nine steps in the course follow this outline: food identificatlon, attractive food service, manners and eating, clothing care, dressing for occasion or weather, grooming and hygiene, family relationships, family responsibilities, family finances, and family environment. Some additional activities for this and related courses are available as CE 024 478. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

ED 185 346 CE 024 835

*Selz, Nina Ashley, William L.*
**Teaching for Transfer: A Perspective. Information Series No. 141.**
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-NIE-G-78-0111
Note-25p.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($2.35)
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Educational Needs, *Educational Practices, Education Work Relationship, Mastery Learning, Secondary Education, Skill Development, Skills, *Transfer of Training

Both the process and the antecedents of transfer (transfer of skill or knowledge from prior experiences to new ones) are considered by the authors, who suggest ways that teaching for transfer can be implemented. Three questions relating to transfer are considered: Is the capacity or ability to transfer attended to and developed in education and training programs? Can an individual's ability to transfer be developed and/or strengthened through planned learning experiences? and How do you teach for transfer? In an informal survey of forty teachers, the authors discovered that with the exception of adult education, teachers do not teach for transfer, but rather teach knowledge and skills which they assume the student will be able to transfer. The authors argue that while the aforementioned is important, an essential purpose of education should be to teach for the maximum positive transfer of knowledge and skill information. They indicate that the ability to transfer such learning can be taught, but many educators seem to take the learning process for granted, assuming that the ability to apply previous learnings follows from in-class mastery. Providing practice beyond classroom mastery to application in varying contexts under differing conditions is stressed. (Sixteen practical suggestions for teaching for transfer, presented under awareness, sequencing, practice, and reinforcement are included.) (MEK)

ED 185 363 CE 024 888

*Massey, Romeo M. And Others*

**The Employability Skills Series: Field Trial Results of a Spanish Language Version for Hispanics.**

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.

Pub Date-Apr 80

Note-50p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980).

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Adult Education, Adult Students, Bilingual Students, College Students, Competency Based Education, Curriculum Evaluation, *Employment Potential, Field Tests, High School Students, Hispanic Americans, *Instructional Materials, *Job Skills, Junior High School Students, Postsecondary Education, Secondary Education, *Spanish, Spanish Speaking, *Translation, Two Year Colleges, Validity, Vocational Education

Identifiers-Employability Skills Series, Limited English Speaking Ability

The previously validated Employability Skills Series was systematically translated into Spanish, and field tests were conducted, using criterion referenced measures, to establish if the materials were effective with Hispanic students. Data were collected on the achievement of 484 students on thirty-nine knowledge and twenty-five performance objectives of these competency-based materials written at approximetely a fifth-grade reading level and designed for use in a variety of instructional settings. Eighty percent of the students were at or above the criteria in sixty objectives. They showed significant improvement in their pretest-posttest gains in five of the six units. Further analysis of five factors (school level, English language ability, age, ethnic group, and reading level in Spanish) showed that (1) junior high students did not do as well as students in high schools, vocational-technical centers, community colleges, or adult centers; (2) bilingual students did better than limited English ability students; (3) adults did better than non-adults; (4) there was no consistent pattern across units on the differences between Cuban-Americans, Mexican-Americans, Puerto Rican-Americans, or other Hispanics; and (5) students scoring higher on the Spanish reading level examination did better than those with lower reading scores. It was concluded that the Spanish version is an effective instructional tool. (YLB)

ED 185 402 CE 025 065

*Brown, Hamilton B.*

**Continuing Medical Education for National Health Service Corps Personnel. A Manual for Program Directors.**

New Mexico Univ., Albuquerque. School of Medicine.

Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Medicine.

Contract-231-77-0039

Note-56p.; For related documents see CE 025 063-064.

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Administrator Guides, Adult Education, *Continuing Education, Health Occupations, *Medical Education, National Surveys, *Physicians, *Planning, *Rural Areas

Identifiers-National Health Service Corps

This manual is directed to those involved with National Health Service Corps (NHSC) in providing clinical support services and continuing education to NHSC physicians. Following an introductory section, the first of three additional sections defines the purpose of clinical support systems as being twofold: first, to support the physician as he adjusts to his new isolated role, and second, to fill the gaps in his training. The second section provides a brief discussion of the scope of clinical support service. Section 3 discusses seven clinical support services objectives and critical concepts: to create and maintain an innovative and responsive continuing medical education project, to maintain close personal contact and clear lines of communication with assigned NHSC personnel, to maintain a primary care orientation to the project, to develop an in-depth understanding of the needs of the NHSC practitioners, to provide such clinical support activities as necessary to the NHSC practitioners, to provide continuing education programs, and to carry out a continuous evaluation of the project. Appended are the results of a survey of national health service corps and private physicians that sought to determine physician satisfaction with rural practice and ways the medical center might intervene to improve the degree of satisfaction. (LRA)

ED 185 577 CS 205 495

*Frith, Uta, Ed.*
**Cognitive Processes in Spelling.**
Pub Date-Feb 80
Note-560p.
Available from-Academic Press Inc., Publishers, 111 Fifth Ave., New York, NY 10003 ($39.50 cloth)
Pub Type- Books (010) - Information Analyses (070) - Reports - Research (143)
**Document Not Available from EDRS.**
Descriptors-Adults, Cognitive Development, *Cognitive Processes, Dyslexia, Elementary Secondary Education, Language Research, Learning Disabilities, Linguistics, Orthographic Symbols, *Spelling, Spelling Instruction, Teaching Methods, *Written Language

The purpose of this book is to encourage a more serious study of spelling by discussing it as both a skill and a problem and by highlighting some previously ill-understood processes involved in learning to spell. The 22 chapters are arranged under the following eight categories: spelling instruction and spelling reform, spelling and language, spelling and word recognition, spelling strategies, spelling errors, spelling and development, spelling and language disorders, and spelling and dyslexia. Specific topics discussed in the chapters include: linguistic information in spelling, orthographic awareness, American black English and spelling, visual factors in spelling, spelling errors in handwriting, the development of orthographic images, spontaneous spelling by language disordered children, lexical and nonlexical processing of spelling in dyslexia, and unexpected spelling problems. (FL)

ED 185 664 EA 012 596

*Featherstone, Richard L. Hickey, Howard*

**Long Range Educational Planning with Emphasis on Staff Development.**

Michigan State Univ., East Lansing. Dept. of Administration and Higher Education.

Spons Agency-Department of State, Washington, D.C. Office of Overseas Schools.

Pub Date-Feb 78

Contract-2058-228118

Note-63p.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Administrator Role, Cost Estimates, Elementary Secondary Education, *Long Range Planning, Needs Assessment, Objectives, Programed Instructional Materials, *Staff Development

This publication provides an overview of long-range planning and then provides a partially-programmed text to help school administrators conduct long-range planning for staff development. Section 1 presents a rationale for long-range planning, defines it, and provides an overview of the issues affecting it. This section discusses selecting the participants in long-range planning and the development of the process. Also included are points to be considered in designing the long-range planning process and a brief planning model. Section 2 is an outline for a multiyear staff development planning document. It explains each step in creating the document, from the title page to evaluation of the plan, and provides workspace in which to do so. This section includes information on doing a needs assessment, preparing a mission statement, writing goal statements, doing a discrepancy analysis, writing objectives, deriving criteria to signify attainment, and writing and figuring the cost of activities. (Author/JM)

ED 185 708 EC 123 418

*Smith, Carl R. Grimes, Jeff*

**Identification of Emotionally Disabled Pupils: Data and Decision Making.**

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.; Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.

Pub Date-Sep 79

Note-269p.; Papers presented at a workshop (Ankeney, IA, April 1979).

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors-Achievement, Behavior Rating Scales, Biological Influences, Classroom Observation Techniques, *Data Analysis, *Decision Making, Definitions, Educational Diagnosis, Elementary Secondary Education, *Emotional Disturbances, Family Influence, *Identification, Informal Assessment, Interviews, Social Influences, Workshops

Designed as a resource for professionals involved in the identification of children with emotional disabilities, the document is a compilation of 10 papers presented at a workshop on the topic. Identification of Emotionally Disabled Pupils An Overview'' by C. Smith provides a definition of emotionally disturbed students. Setting Analysis Data in the Identification of Emotionally Disabled Pupils'' by L. Miller focuses on the need for analysis to be integrated with information about the individual, social, and etiological factors. D. Sodac's paper, The Use of Behavior Rating Scales in the Identification of Emotionally Disabled Pupils'' discusses 10 commercially available or high utility rating scales. The Use of Objective Observational Data in the Identification of Emotionally Disabled Pupils'' by G. Fitzgerald traces the development of the procedure and discusses techniques. M. Shepp in The Use of the Clinical Interview in the Assessment of Self-Concept and Affective State'' presents theory and practical applications of the use of the interview technique. Biobehaviorism A Review of Biological Factors Which Affect Children's Behavior'' by G. Harper discusses biochemical problems of emotionally disturbed children.

Academic Assessment in the Identification of Emotionally Disabled Pupils'' by P. Rootes surveys potential instrumentation. Other papers are: The Use of Home/Family Data in the Identification of Emotionally Disabled Pupils'' (L. Pool); Social Functioning Data'' (J. Tewksbury); and Translating Data into Decision Making'' (K. Gerken). (PHR)

ED 185 773 EC 123 928

*Myers, Richard K.*
**Underachievement in Gifted Pupils. Proceedings of a Workshop (July 23-27, 1979).**
Slippery Rock State Coll., Pa.
Pub Date-Jan 80

Note-43p.; Not available in paper copy due to light print.
Pub Type- Collected Works - Proceedings (021) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Case Studies, Check Lists, Definitions, Elementary Secondary Education, *Etiology, *Evaluation Methods, Failure, *Gifted, *Remedial Instruction, *Student Characteristics, Student Evaluation, *Underachievement
Identifiers-*Gifted Handicapped

The document presents proceedings of a workshop on the causes of underachievement in gifted children, the selection of appropriate assessment techniques for use in diagnosing underachievement in the gifted, and remedial strategies for use with the gifted underachiever. Sections address the following topics: definition of the mentally gifted child; identification; definitions of underachievement; factors contributing to underachievement (handicapping conditions, disadvantagement and cultural differences, sex role stereotypes, and inadequate education); and remedial strategies (sample cases are offered to illustrate). Appended materials include a chart on facilitating and limiting culturally supported attitudes and abilities, an outline on causes of underachievement among mentally gifted students, a list of characteristics of underachieving gifted students, seven case studies of gifted underachievers, the Characteristics of Talented Pupils Checklist, an annotated bibliography of selected assessment instruments for the disadvantaged gifted, and a list of ways to help the underachiever. (SBH)

ED 185 796                                                    EC 124 169

*Boettcher, William D. And Others*

**Autism: Assessment of Needs within Heartland Education Agency: A Study Committee Report.**

Heartland Education Agency, Ankeny, Iowa.

Pub Date-Nov 79

Note-24p.

Pub Type- Reports - Research (143) - Reports - Evaluative (142) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Autism, *Educational Needs, Exceptional Child Research, Needs Assessment, Observation, Special Classes, *Student Evaluation, *Student Placement

Identifiers-Iowa

The educational needs of 73 children who exhibited characteristics associated with autism were studied. Ss were children clinically diagnosed as autistic and having severe communication and behavior disorders. Trained observers completed behavioral observations, teacher interviews, student record reviews, and behavior and language questionnaires. Teachers also completed the questionnaires. Twenty-seven Ss were judged autistic without reservation, 11 were judged autistic with reservation, 10 were judged nonautistic with reservation, and 25 were judged nonautistic. For each child the observers further determined the most appropriate program delivery option and support services, the need for a data based behavior program, and communication level. The distribution by age, county of residence, and communication level suggested the need for five self contained categorical classes (or equivalent programing) for autistic students. Inservice recommendations were also made. (CL)

ED 185 817 FL 011 209

# An Intermediate-Advanced Level German Refresher Course: Book 1.

Defense Language Inst., Monterey, Calif.
Pub Date-60

Note-127p.; For related documents, see FL 011 210-215.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($2.25 for text, $12.80 for cassettes)
Language-German; English
Pub Type- Books (010) - Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-*Audiotape Recordings, *College Second Language Programs, *Communicative Competence (Languages), Dialogs (Language), *German, Higher Education, Instructional Materials, Language Fluency, *Language Skills, Narration, Pattern Drills (Language), *Second Language Instruction

Book one of an intermediate-advanced level German refresher course for college students is presented. This volume consists of nine lessons and 30 prerecorded tapes. Each of the nine lessons is subdivided in the text into five parts, as follows: narrative, dialogue, questions and answers, exercises, and memorization. The book is designed for those students who have already successfully completed the equivalent of an elementary college-level German course of one year or more. Mastery of book one, with its accompanying tapes, prepares the student for the advanced-level corpus of German materials contained in books two and three. Book four is a special military supplement. (SW)

ED 185 486 CG 014 384

*Alluisi, Mary Jane And Others*

**The Differential Effects of Occupational Environments upon the Physical Performances of Women and Men.**

Pub Date-78

Note-17p.; Paper presented at the International Congress of Applied Psychology (19th, Munich, Germany, 1978).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Classification, *Employed Women, *Environmental Influences, *Performance, *Physical Activity Level, Physical Characteristics, Physical Fitness, *Sex Differences, State of the Art Reviews, *Work Environment, Work Life Expectancy

Participation of women is increasing in the industrial workforce and in the traditional male occupational groups. The differences between women and men in physical performances such as strength, stamina, and skill, make mandatory the assessment of work requirements in the occupational environment, especially in view of the workforce trends and legal requirements for equal employment opportunity. Use of a taxonomic system based on fundamental human abilities or capacities provides a basis for such assessments. One such system of nine factor analytically identified physical ability factors (cf. Fleishman, 1964) is proposed with an example of the physical-work requirements. Data are presented from an investigation of the physical-performance requirements of 15 benchmark jobs in a county-level governmental personnel classification system. (Author/CC)

ED 185 599 CS 205 532

*Freedman, Sarah Warshauer*

**Teaching and Learning in the Writing Conference.**

Pub Date-Mar 80
Note-17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-College English, College Freshmen, Educational Research, Higher Education, *Individual Instruction, Learning Processes, Teaching Methods, *Writing (Composition), *Writing Instruction
Identifiers-*Writing Apprehension

A naturalistic'' study of eight college students enrolled in a freshman writing class was conducted to determine what variables are critical to the learning process. After observing and tape recording four individual conferences with each of the students, the recorded transcripts were analyzed to determine the one or two main concerns that students expressed about their writing. The nature of the concerns, as well as the needs of the students, changed from the first to the last conferences. Teachers need to be aware of how much influence they have on students' verbalizing their concerns about their writing and how much these concerns govern what the students do when they compose and the decisions they make while writing, both about how to proceed and how to revise. (AEA)

ED 185 729 EC 123 539

*Sowers, Jo-Ann, Ed. Cummings, Linda E., Ed.*

**Training Retarded Persons for Competitive Employment: A Behavioral Approach.**

Washington Univ., Seattle. Child Development and Mental Retardation Center.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-Oct 79

Grant-56-P-50281

Note-347p.

Available from-University of Washington, Child Development and Mental Retardation Center, Seattle, WA 98195

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01/PC14 Plus Postage.**

Descriptors-Basic Skills, *Behavior Modification, *Employment Programs, Individualized Instruction, *Job Placement, *Mental Retardation, Program Administration, Program Development, Program Evaluation, *Program Implementation, *Vocational Education

Identifiers-*University of Washington

Based on a behavioral technology based program at the University of Washington, a manual is presented for professionals who wish to establish a program to train retarded persons for, and place and maintain them in, nonsheltered employment. A detailed analysis of the components of such a program is provided, along with a general description of the program itself and a discussion of its underlying rationale. An outline of basic behavioral technology is also provided, covering such aspects as goal setting, measurement, and behavior change techniques. Some vocational, self help, and social skills necessary for the retarded to succeed in competitive employment are detailed, along with intervention programs to teach each of these skills. Descriptions of how to write an individual program plan and how to teach the relationship between work, money, and products are provided. A section discusses how to find jobs for clients once they have completed training, and how to insure that they remain employed. Procedures and methods to increase cooperation between the client's home and the program are outlined. Two methods to evaluate the effectiveness of a training program are described, and information about program administration is provided. (DLS)

ED 185 249 CE 024 093

*Bertinot, Elizabeth Maehl, William H.*

**A Motivational Typology for Adults Returning to College. Summary of Proceedings of the 1980 Lifelong Learning Research Conference.**

Pub Date-80
Note-9p.
Pub Type- Collected Works - Proceedings (021) - Reports - Evaluative (142) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Achievement Gains, *Adult Students, Bachelors Degrees, *Career Change, Enrichment, External Degree Programs, Graduate Surveys, Higher Education, *Individual Development, Liberal Arts, Professional Development, Program Effectiveness, Student Attitudes, *Student Motivation
Identifiers-University of Oklahoma

A study explored reasons chosen by adults for returning to college and their perceptions of their attainment by reviewing the literature and surveying graduates of an off-campus degree program. Review of prior studies led to the expectation that there would be two main groups of reasons: job-related and personal enrichment. Baccalaureate degree in liberal education (BLS) graduates of the College of Liberal Studies, a unit of the University of Oklahoma, were surveyed using a specially developed BLS Program Review Questionnaire BLS Graduates. The instrument surveyed demographic and motivational data of adult students, with two scaled questions selected for factor analysis: (1) importance of certain goals at time subject decided to obtain degree and (2) goals reached by obtaining the degree. Subparts of these questions were identifed as components of one of three factors personal enrichment reasons, expectations of new career or degree changes, and expectations of present job changes. Results of regression analysis confirmed that those who sought one of these three specific changes reported that change as a result of participation in the degree program. A preferred explanation for this finding was that the degree program, flexible and individualistic, could respond successfully to any number of individual goals. (YLB)

ED 185 326 CE 024 781

*Wasson, Louise E. And Others*

**Collaboration in Experiential Education: A Profile of Participant Expectations.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report NO.-OSU-R&D-Ser-198

Pub Date-79

Grant-NIE-G-78-0211

Note-81p.; For related documents see CE 024 777, CE 024 779-780 and CE 025 119. Some small print may be marginally legible.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($5.10)

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Administrator Attitudes, Cooperative Programs, Coordination, *Employer Attitudes, *Expectation, *Experiential Learning, High Schools, Interviews, *Motivation, Parent Attitudes, Student Attitudes, *Work Experience Programs

To identify motivations and expectations regarding experiential education programs, a study interviewed 143 individuals from five participant groups. High school students, program coordinators, secondary principals, employers/sponsors, and parents involved in eighteen experiential programs in four states (Ohio, California, Florida, and Massachusetts) were interviewed. Programs ranged from alternative schools which offered optional community activities to service learning programs, to Comprehensive Employment and Training Act (CETA) youth programs. Although some students were paid and some received academic credit, all programs offered young people the opportunity for a structured learning experience in a workplace setting. Results of the interview data revealed seven areas of conflicting expectations: pay, recruitment, support for programs, quality of learning, graduation credit for experiences, creation of placements, and appropriate scheduling. Although respondents generally expressed positive attitudes, each constituency brings to program participation a

ED 185 383 CE 024 978

*Geahigan, George, Ed.*

**Career Education in the Visual Arts: Representative Programs and Practices. Monograph No. 2.**

National Art Education Association, Reston, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-300-78-0411
Note-122p.; Not available in paper copy due to small print. For related documents see CE 024 977-980.
Available from-The National Art Education Association, 1916 Association Drive, Reston, VA 22091 ($6.75).
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Art Education, Arts Centers, *Career Education, Elementary Secondary Education, Higher Education, Instructional Materials, Museums, Postsecondary Education, Program Descriptions, *Visual Arts
Identifiers-National Art Education Association

This monograph presents descriptions of programs and projects concerned with career education in the visual arts that were identified in a national survey of state art directors, regional and city art supervisors, and others who had knowledge of ongoing art programs. The first of eight sections contains programs which have been planned and developed for entire school districts. In the second section are programs sponsored by school districts but which exist in single, somewhat specialized, school settings. In the third section are single courses of study for secondary students. The fourth section contains career education efforts involving art museums. In the fifth section are secondary career education programs and courses of study involving special institutes and college outreach efforts. Postsecondary career education programs are described in the sixth section, followed by descriptions of efforts that focus primarily upon the development and use of instructional materials and media presentations. The final section is devoted to a listing of programs and efforts for which the descriptions were not received prior to the project deadline. Each of the eight sections provides information about the names of the project directors, the funding sources, the availability of materials, and the name and address of a contact person. (LRA)

ED 185 442 CG 014 268

*Mezoff, Bob*

**Cognitive Style and Interpersonal Behavior: Implications for Human Relations Training Settings.**

ODT Associates, Amherst, Mass.

Pub Date- 79

Note-55p.; For related document see CG 014 267.

Available from-ODT Associates, 200 Village Park, Amherst, MA 01002

Pub Type- Reports - Research (143) - Information Analyses (070)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Adults, Behavior Patterns, *Cognitive Style, Counselor Training, *Human Relations, Interaction Process Analysis, *Interpersonal Competence, Interpersonal Relationship, Literature Reviews, *Participant Satisfaction, *Sensitivity Training, *Training Methods

Identifiers-*Field Dependence Independence

Focusing on the cognitive style known as Field-Dependence-Independence (FDI), this literature review includes: (1) an examination of how one can better understand interpersonal behavior in the human relations training setting; (2) how to develop hypotheses about the relationships that might make for successful or unsuccessful matches between participants of varying cognitive styles, and human relations training (HRT) programs of varying degrees of structure; and (3) examples of FDI as a crucial differentiating variable in determining the effectiveness of matching strategies in the fields of education and psychotherapy. Two major questions addressed are: Are participant satisfaction and learning influenced by cognitive style? and What behaviors or interpersonal styles (e.g., task vs. maintenance orientation) might be expected from persons of varying cognitive styles? Suggestions are provided for future research exploring the interactions between training treatments and the cognitive styles of participants. (Author)

ED 185 510 CS 005 372

*Gifford, Ida Summerell, Sally*

**Interdisciplinary Approach to Failure Prevention.**

Pub Date- 78

Note-16p.; Best copy available.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Compensatory Education, *Consultation Programs, Economically Disadvantaged, *Educationally Disadvantaged, Elementary Education, *Interdisciplinary Approach, Language Skills, *Parent Participation, Parent School Relationship, Perceptual Development, *Reading Instruction, Remedial Instruction, Rural Youth, School Psychologists

A reading project for educationally disadvantaged elementary students in an impoverished rural area in northeastern New York State has been carried out successfully over a six-year period. The project began with the establishment of a resource center with special linguistic and perceptual instructional materials and progressed to a phase that involved grouping of students in classes not exceeding a 20:1 pupil/teacher ratio, training of teachers in remedial techniques, intensive parent involvement, improved communication between parents and teachers, and use of the school psychologist and reading teacher as an interdisciplinary team that functioned as curriculum planners and consultants to teachers. In subsequent phases of the project, individualized programs were developed for children with learning deficits, and parent workshops, diary and newsletter writing projects for children, and parties and game nights for parents and children were established. The project gave special emphasis to the development of effective motivational techniques, to direct instruction procedures for small group teaching, to perceptual training, and to parent involvement. Several evaluations have been conducted during the various phases of the project, and positive results have been noted in students' emotional and intellectual development. (GT)

ED 185 532 CS 005 403

*Sanders, Vickie*

**College Reading and Study Programs: Do They Make Any Difference?**

Pub Date-Mar 80
Note-11p.; Paper presented at the Annual Meeting of the Western College Reading Association (13th, San Francisco, CA, March 27-30, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-College Students, *Grade Point Average, Higher Education, *Program Effectiveness, *Reading Comprehension, *Reading Programs, *Reading Rate, Reading Research, *Student Improvement, Study Habits, Vocabulary Development

After research between 1960 and 1977 relating to college reading program effectiveness was identified, a statistical procedure called Meta-Analysis was used to integrate findings and determine any composite benefit of instruction. Of 676 references on the initial list, 66 studies were identified as having quantifiable data within the limits of the research criteria. Only 28 studies employed adequate controls and maintained satisfactory validity to warrant inclusion in the Meta-Analysis. Overall, reading-study instruction proved generally beneficial as measured by the dependent variables reading rate, comprehension, grade point average (GPA), vocabulary, and study habits. The average'' student receiving college reading instruction was better off'' than 83% of untreated students. For the 6,140 students who participated in the college reading-study programs or served as controls, significant composite gains in rate, comprehension, vocabulary, and GPA were found. Typical students increased their reading rates by 100-150 words per minute, with corresponding increases in comprehension. An unexpected benefit of instruction was the significant gain measured by change in GPA, with participants achieving a .37 GPA advantage over nonparticipants at the conclusion of instruction. (RL)

**1977-78 Cost Analysis for Florida Schools and Districts. Statistical Report. Series 79-01.**

Florida State Dept. of Education, Tallahassee. Div. of Public Schools.
Pub Date-Sep 78
Note-87p.; Not available in paper copy due to marginal legibility of original document.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110) - Legal/Legislative/Regulatory Materials (090)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Cost Effectiveness, Elementary Secondary Education, Postsecondary Education, *Program Costs, Records (Forms), School Districts, Statistical Data
Identifiers-*Florida

This statistical report describes some of the cost analysis information available from computer reports produced by the Florida Department of Education. It reproduces examples of Florida school and school district financial data that can be used by state, district, and school-level administrators as they analyze program costs and expenditures. The report contains both descriptive and comparative information. The program cost analysis report series shows program costs for any Florida district or school. Two reports profiling program cost information allow one district or school to be compared with any group of Florida districts or schools. Three reports profiling district or school indirect cost information allow one district or school to be compared with any group of Florida districts or schools. Likewise, four reports profiling school district expenditure information allow one school district to be compared with any group of Florida school districts. For the purpose of illustration, only sample information is shown. It should be used in conjunction with the actual computer reports, for which an crder form is included. (Author/LD)

ED 185 751 EC 123 906

*Algozzine, Bob And Others*

**Toward Defining Discrepancies for Specific Learning Disabilities: An Analysis and Alternatives.**

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report NO.-IRLD-RR-7
Pub Date-Jun 79
Contract-300-77-0491
Note-25p.; See also EC 123 901-925.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Age Differences, *Definitions, Elementary Secondary Education, Exceptional Child Research, *Intelligence Quotient, *Learning Disabilities, Student Evaluation
Identifiers-Severe Discrepancy Levels

Three investigations examined the effects of IQ and chronological age (CA) on the calculation of severe discrepancy levels of 102 hypothetical and 125 actual severely learning disabled students (5 to 17 years old). Results indicated that IQ was highly influential on obtained severe discrepancy levels (SDLs) and related percentage discrepancies; that CA acted more as a moderator than as a predictor of the SDL and percent discrepancy levels; and that high levels of error can be expected if the SDL is calculated without regard to its discrepant level and used as a placement or evaluation criterion against which to measure achievement differences. A formula is proposed to obtain 50% discrepancy levels at various IQ and CA levels. (CL)

ED 185 287 CE 024 544

**Hydraulics. FOS: Fundamentals of Service.**
John Deere Co., Moline, Ill.
Pub Date-79
Note-451p.; For related documents see CE 024 540-543 and CE 024 545-546, CE 024 797-798, and CE 025 209-214.
Available from-John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave., Moline, IL 61265 (manual, Order No. FOS-1003B, $6.50; 10 or more $4.68 each; masters, Order No. FOS-10, $17.75; supplementary slide set $75.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Non-Print Media (100)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Agricultural Education, Agricultural Engineering, *Agricultural Machinery, Equipment Maintenance, Fluid Mechanics, *Hydraulics, Postsecondary Education, *Power Technology, Secondary Education, *Vocational Education

This manual on hydraulics is one of a series of power mechanics texts and visual aids for training in the servicing of agricultural and industrial machinery. Focus is on oil hydraulics. Materials provide basic information and illustrations for use by vocational students and teachers as well as shop servicemen and laymen. The twelve chapters focus on the following topics: (1) Hydraulics: How It Works; (2) Hydraulic Pumps; (3) Hydraulic Valves; (4) Hydraulic Cylinders; (5) Hydraulic Motors; (6) Hydraulic Accumulators; (7) Hydraulic Filters; (8) Reservoirs, Oil Coolers; Hoses, Pipes, Tubes, and Couplers; (9) Hydraulic Seals; (10) Hydraulic Fluids; (11) General Maintenance; and (12) Diagnosis and Testing of Hydraulic Systems. Each chapter concludes

ED 185 308 CE 024 643

*Zook, Doris And Others*
**Insurance. Book Eight. Project Drive.**
Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-38p.; For related documents see CE 024 635-642. Some pages in this document will not reproduce well due to small print.
Available from-Lancaster-Lebanon Intermediate Unit 13 Adult Education, Box 5026, Lancaster, PA 17601 ($10.00 for set of nine booklets)
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Adult Basic Education, Basic Skills, Certification, *Driver Education, *English for Special Purposes, Functional Literacy, *Insurance, Language Handicaps, Language Skills, Learning Activities, Learning Modules, *Reading Difficulties, *Reading Improvement, *Second Language Instruction, Spanish Speaking, Vietnamese
Identifiers-Project Drive

This Project Drive booklet titled Insurance is one of eight booklets designed for intermediate-level English-as-a-second-language students and low-level adult basic education/basic reading students. The goal of the booklet is to aid the student in developing the oral and sight vocabulary necessary for a basic driver training program. The booklet contains exercises designed either for individual instruction or group work. Appended material includes supplementary exercises, a pretest and posttest, and a word list of important vocabulary presented in each unit of the booklet. (LRA)

ED 185 421 CE 025 185

**ASPIRE (Awareness of Sexual Prejudice Is the Responsibility of Educators) Module 4: Strategies for Change.**

Livonia Public Schools, Mich.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-79
Note-96p.; For related documents see CE 025 182-184.
Available from-edc/weeap distribution center, 39 Chapel St., Newton, MA 02160 ($1.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Attitude Change, Behavior Change, *Change Strategies, Class Activities, Classroom Environment, Counselor Attitudes, Counselor Training, Elementary Secondary Education, *Federal Legislation, Goal Orientation, Guidelines, Inservice Education, Inservice Teacher Education, *Instructional Improvement, Instructional Materials, *Interpersonal Competence, Material Development, Postsecondary Education, Sex Bias, *Sex Discrimination, *Sex Fairness, Sex Role, Sex Stereotypes, Teacher Attitudes, Teacher Developed Materials, Teaching Conditions
Identifiers-Project ASPIRE

This fourth of four workshop modules in the Project ASPIRE (Awareness of Sexual Prejudice Is the Responsibility of Educators) series deals

ED 185 465 CG 014 313

*Sweeney, Dwight P., Ed. Wilson, Ted Y., Ed.*

**Double Jeopardy: The Plight of Aging and Aged Developmentally Disabled Persons in Mid-America. A Research Monograph.**

Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation.

Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.

Pub Date-79

Grant-54-P-71134/5-03

Note-331p.

Available from-Exceptional Child Center, Outreach and Development Division, Utah State University, UMC68, Logan, UT 84322

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC14 Plus Postage.**

Descriptors-*Community Services, *Delivery Systems, *Disabilities, Institutionalized Persons, *Mental Retardation, *Older Adults, Program Evaluation, *Public Agencies, Social Services

Identifiers-*United States (Midwest)

Various quantities and types of services are provided by public and private agencies for older developmentally disabled persons living in the Midwest. Of the 639 questionnaires mailed to public agencies, private agencies, consumer-oriented agencies, nursing homes, and educational institutions, 325 were returned for a response rate of 55%. Overall, 56% of the agencies are providing services for aging and aged developmentally disabled (AADD) persons. AADD clients are invisible,'' and few agencies are aware of them, let alone their needs. The existing

ED 185 487 CG 014 385

*Heuser, James Paul*

**Are Status Offenders Really Different? Reviews of Policy Related Research in Criminal Justice, Report No. 79-01.**

Oregon State Law Enforcement Council, Salem.

Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date-Jan 79

Grant-78-A-253.2; 78-AF-AX-0041

Note-62p.

Pub Type- Information Analyses (070) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*Antisocial Behavior, Behavior Patterns, *Delinquency, Delinquent Behavior, Individual Characteristics, *Juvenile Courts, Personality Problems, *Recidivism

Identifiers-*Diversion Programs, *Status Offenders

Six major studies are cited in review of the literature comparing status and delinquent offenders, yielding findings which support a policy of moderation in decision making about differential treatment of these two types of juvenile offenders. Four of the studies on status

ED 185 555 CS 205 462

*Penelope, Julia*

**Topicalization: A Stylistic Process.**

Pub Date-Mar 80
Note-20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Audiences, Discourse Analysis, *Language Styles, *Literary Devices, *Nouns, *Sentence Structure, *Writing (Composition)
Identifiers-Composition Process

Although the nature of topicalization is complex and cannot be easily separated from considerations of syntactic structure and sentence focus, analysis of language usage has indicated that topicalization is more a stylistic than a syntactic process. Topicalization refers to moving a noun phrase (NP) into the initial position of a sentence. Examples of language use demonstrate that speakers and writers often use passive constructions as part of their rhetorical strategies because the passive allows movement of NPs into virtually any position within the sentence. The apparent ease with which NPs can be topicalized seems to have less to do with the distinctions between old and new information than with packaging the information so that it is processed and interpreted by the audience in ways that favor the motivations of the speaker/writer. Even the syntactic configurations characteristic of  objective'' prose enable simple transformations of NPs that systematically suppress

ED 185 621 CS 502 893

*Kaufman-Everett, Ileen N. Backlund, Philip M.*

**A Descriptive Study on the Efficacy of Orientation Programs for Novice Instructors.**

Pub Date-Apr 80
Note-12p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Ocean City, MD, April 24-26, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Educational Research, Higher Education, School Surveys, *Speech Communication, Teacher Attitudes, *Teacher Education, *Teacher Education Curriculum, *Teacher Orientation, *Teaching Assistants

A survey of graduate teaching assistants and associate instructors at 102 graduate speech communication departments provided information on the amount, type, and assessment of orientation programs currently available to novice instructors. Of the 1,246 graduate students who were polled, 352 supplied data. Only 2.6% of these teaching assistants (TAs) did not have teaching responsibilities. Of the remaining 343 TAs, 20.4% were not required to take part in instructional training/orientation programs, while 60.6% were required to have such training before taking over a class. The study revealed that more than half of the orientation programs were of rather short duration (less than a full quarter or semester), and that the amount and type of such training correlated to the amount of responsibility apportioned to the TA. Discussions about problem situations, evaluation methods, and techniques of critiquing

ED 185 643 EA 012 567

*Atherton, Peter J.*

**Financing Teacher Education in Ontario.**

Pub Date-23 Nov 78

Note-11p.; Paper presented at the Ontario Teacher Education Forum (November 23, 1978).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Administrator Education, Declining Enrollment, Financial Policy, Financial Problems, *Financial Support, Graduate Study, Grants, Higher Education, Inservice Teacher Education, Preservice Teacher Education, *Public Support, Resource Allocation, Retrenchment, *Schools of Education, Specialist in Education Degrees, *State Aid, Teacher Certification, *Teacher Education Programs

Identifiers-*Ontario

This presentation is concerned with Ontario's publicly supported university financing system as it affects faculties and colleges of education. This program allows universities autonomy in designing programs and allocating funds, relies heavily on provincial grant revenue, utilizes a complex formula system recognizing program cost differentials, and accounts for a high proportion of total revenue. Preservice or bachelor of education programs are funded through per student grants computed at $2,656.00 per full time equivalent (FTE), with bachelor of education students weighted as two FTE. Graduate education programs are funded through a similar formula but with a freeze on funding as of 1975-76. No public funding is available to colleges of education for general teacher inservice education, but it is

ED 185 403                                                    CE 025 067

*Sasmor, James C.*

**The Economics of Structured Continuing Education in Selected Professional Journals.**

California Western Univ., Santa Ana.

Pub Date-Jul 79

Note-216p.; Parts of the appendix may not reproduce well due to small, light type.

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors-Administrators, Business Administration, Case Studies,

ED 185 578 CS 205 496

*McLean, Andrew M.*

**Shakespeare: Annotated Bibliographies and Media Guide for Teachers.**

National Council of Teachers of English, Urbana, Ill.

Pub Date-80

Note-282p.

Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 43776, $8.50 member, $9.50 non-member)

Pub Type- Books (010) - Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC12 Plus Postage.**

Descriptors-Annotated Bibliographies, *Audiovisual Aids, *Drama, *English Instruction, Higher Education, *Instructional Materials, Literary Criticism, Literature, Secondary Education

Identifiers-*Shakespeare (William)

The purpose of this annotated bibliography is to identify resources

ED 185 600 CS 205 536

*Sewell, Ernestine P., Ed.*
**Focus on Technical Writing.**
Texas Joint Council of Teachers of English, Houston.
Pub Date-80
Note-25p.; The Texas Joint Council of Teachers of English is an affiliate of the National Council of Teachers of English
Journal Cit-English in Texas; v11 n4 Sum 1980
Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Audiovisual Aids, Communication (Thought Transfer), Course Descriptions, Curriculum Development, Higher Education, Persuasive Discourse, Teaching Methods, *Technical Writing, *Writing (Composition), *Writing Instruction

Noting that technical writing is becoming an increasingly important

ED 185 665 EA 012 597

*Matthews, Kenneth M.*

**An Exploratory Study of Changes in Economic Conditions and Teacher Salaries in Metropolitan Areas.**

Pub Date-17 Mar 80

Note-13p.; Paper presented at the Annual Meeting of the American Education Finance Association (San Diego, CA, March 16-18, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Cost Indexes, *Economic Factors, Elementary Secondary Education, Income, Inflation (Economics), *Metropolitan Areas, Questionnaires, *Teacher Salaries

Encompassing the years between 1969 and 1979, this study of 18

ED 185 774 EC 123 949

*Silver, Rawley A.*

**Art As Language for the Handicapped.**

Smithsonian Institution Traveling Exhibition Service, Washington, D.C.

Pub Date-79

Note-40p.

Available from-Trillium Book Service, 1600 Harrison Ave., Suite 105A, Mamaroneck, NY 10543 ($7.95)

Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Vocabularies/Classifications (134)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Art, Children, *Concept Formation, *Concept Teaching, *Disabilities, Language Acquisition, *Student Evaluation, Teaching Guides

The document presents procedures to teach and test the understanding of class, sequential order, and space in handicapped children. Sections briefly address the following topics: art symbols and thinking, left and right hemisphere thinking, testing and developing the concept of class, testing and developing concepts of space, testing and developing

ED 185 364 CE 024 889

**Rationale and Justification for Vocational Education's Role in Youth Employment Programs.**

American Vocational Association, Washington, D.C.

Pub Date-13 Mar 80

Note-26p.

Pub Type- Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Disadvantaged Youth, *Educational Benefits, Education Work Relationship, Job Training, Outcomes of Education, Position Papers, Unemployment, *Vocational Education, Work Experience, Youth, *Youth Employment, Youth Opportunities, Youth Programs

ED 185 797 EC 124 170

*McKee, Barbara G. Dowaliby, Fred J.*

**The Relationship between Course, Instructor, and Student Characteristics and Hearing Impaired Students' Ratings of Instruction.**

National Technical Inst. for the Deaf, Rochester, N. Y.

Pub Date-Apr 80

Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Course Evaluation, *Deafness, Exceptional Child Research, Postsecondary Education, *Program Evaluation, *Student Characteristics, *Teacher Characteristics

ED 185 818 FL 011 210

**An Intermediate-Advanced Level German Refresher Course: Book 2, Part 1.**
Defense Language Inst., Monterey, Calif.
Pub Date-60
Note-220p.; For related documents; see FL 011 209-215.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($4.00 for text, $12.00 for Cassettes).
Language-[redacted] English
Pub Type- Books (010) - Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-*Audiotape Recordings, *College Second Language Programs, Communicative Competence (Languages), *Dialogs (Language), *German, Higher Education, Instructional Materials, Language Fluency, Language Skills, Language Tests, Listening Comprehension, Pattern Drills (Language), Pronunciation, *Second Language Instruction, Standard Spoken Usage

Book two, part one, of an intermediate-advanced level German refresher course for college students is presented. The volume consists of 42 lessons of text material and 42 prerecorded tapes. A typical unit is made up of spontaneous dialogues, substitution drills, and tests. A dialogue for listening is a short conversation between German speakers who did not use scripts and whose speech contains authentic segments of spoken language. A dialogue for memorization is a repetition of the dialogue for listening with an opportunity for students to repeat parts of the dialogue on tape to facilitate memorization of the material. A dialogue for fluency is a further step in facilitating student memorization of the dialogue. A dialogue for listening permits students to hear the original dialogue once again. The students lister to improve pronunciation and to hear the intonation of the native German speakers. The dialogue for participation is an informal checkup. Students test their ability to perform each of the two roles on tape from memory. On the tests at the end of each unit, students are asked to listen and immediately provide a suitable written English translation. (SW)

moves from a discussion of the milieu in which the foreign language teacher works to an attempt to address the question, Can teachers really make a difference?'' The need for vision in the teacher's role is affirmed in the context of the difficulties of identifying the characteristics of the effective second language teacher. The essay culminates in an effort to synthesize knowledge about several issues that influence the daily decisions of every language teacher in every classroom. The following conclusions are set forth: (1) the instructor must be discriminating in decisions about use of the native language; (2) the practice of new language structures and vocabulary can take many forms, the only requisite being that students attend to meaning in order to respond; (3) careful analysis and judgment by an instructor will result in less use of rote learning than is currently the case; (4) the instructor must exercise great care in choosing his response to wrong answers or no answers from students; and (5) in responding to requirements to mainstream handicapped children, a knowledge base can be built both from the field of special education and from new classroom experience. (JB)

ED 185 859 FL 011 350

**Persian Basic Course: Persian-English Glossary and Notes for Advanced Reading.**

Defense Language Inst., Monterey, Calif.

Report NO.-PF0020S

Pub Date-Aug 67

Note-137p.; For related documents, see FL 011 338-349.

Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940

Language-English; Persian

Pub Type- Reference Materials - Vocabularies/Classifications (134) - Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-*Audiolingual Methods, Communicative Competence (Languages), *Glossaries, Grammar, Instructional Materials, *Intensive Language Courses, Language Usage, *Persian, Reading Comprehension, *Second Language Instruction, Standard Spoken Usage, *Vocabulary Development

A glossary and notes that accompany an advanced reading text for a basic course in Persian are presented. The course is an intensive program for native English speakers offered by the Defense Language Institute. Idiomatic phrases and sentence structures are explained and special grammar and cultural notes are included. A number of lexical items were omitted in order to encourage the use of a regular dictionary by the students. The English equivalents given for each Persian entry relate primarily to the context of the text. The entries are listed in the order they appear on the pages of the text. Tape recordings are available in which exact information is given on the number and location of each lesson in the text. This is followed by the vocabulary and then the text. The vocabulary is recorded in reading style, but the text is recorded in conversational form. In view of the difficulty of parts of the text, complete translations have been prepared and included. (SW)

effectiveness, and a more effective relationship of health care education to health care delivery. (SF)

ED 185 879 HE 012 407

*Reid, John Y., Ed.*

**Higher Education's Cultural Obligations: Views and Reviews.**

Toledo Univ., Ohio. Center for the Study of Higher Education.

Pub Date-1 Feb 80

Note-87p.; Papers and commentaries presented at conference (Toledo, OH, April 26, 1979). Conference held in cooperation with the Ohio Program in the Humanities.

Available from-John H. Russel Center for the Study of Higher Education, University of Toledo, 2801 West Bancroft Street, Toledo, OH 43606

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Art, College Students, Cultural Education, Educational Philosophy, *Educational Quality, *Educational Responsibility, Ethics, Futures (of Society), *Higher Education, *Liberal Arts, *Moral Development, Religion, School Community Relationship, Social Responsibility, *Values

Perspectives on the cultural obligations of higher education are presented in this collection of papers. Higher education's possible and probable cultural function is addressed from the perspective of business, the arts, education, and religion. Also discussed is the role of institutions of higher education in establishing a system of values, convictions, and attitudes. Included are the following: Tis All in Pieces, All Coherence Gone (Earl J. McGrath); Coherence and the Stream of Life (Joseph L. Marks); Higher Education and the Good Society (Alfred G. Hawkins); A Critique of  Higher Education and the Good Society'' (Bette Everett Hamilton); Higher Education's Cultural Obligations: The Perspective of Man's Religious Heritage (Donald E. Heintschel); A Developmental View of Values and Ethics (Susan W. Cameron, John Y. Reid); The Fine Arts and Human Values in Higher Education (Roger Mandle); The Arts in Higher Education: An Approach for the Eighties (Elizabeth C. French). (SF)

ED 185 897 HE 012 544

*Gomberg, Irene L. Atelsek, Frank J.*

**Expenditures for Scientific Research Equipment at Ph.D. Granting Institutions, FY 1978.**

American Council on Education, Washington, D.C. Higher Education Panel.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report NO.-ACE-HEP-47

Pub Date-Mar 80

Contract-SRS-78-16385

Note-35p.

Available from-Higher Education Panel, American Council on Education, Suite 800, One Dupont Circle, Washington, DC 20036

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Chemistry, Computer Science, Doctoral Programs, Engineering Education, Facility Inventory, Federal Aid, Higher Education, Intellectual Disciplines, National Surveys, Natural Sciences, *Purchasing, Questionnaires, *Science Equipment, *Scientific Research, Tables (Data), *Universities

Identifiers-*Research Universities

At the request of the National Science Foundation (NSF), the Higher Education Panel (a stratified sample of 760 colleges and universities) collected information on the level of institutional expenditures for research equipment, the federal contribution to those expenditures, and the share of funds expended for high-cost items. The data were intended to analyze the impact of federal funding on equipment expenditures and the probable effects of various policy alternatives. It was found that during FY 1978 approximately $280 million was spent at Ph.D.-granting institutions for the purchase of scientific research equipment. Half of this amount was used in the life sciences, 19 percent in engineering disciplines, and 16 percent in the physical sciences. The federal government financed 65 percent of equipment purchases made from current funds; that proportion was 59 percent at public institutions and 75 percent at private institutions. For all science fields, 9 percent of research equipment expenditures from current funds were for items costing $50,000 or more. In electrical and computer engineering and in chemistry, that proportion was approximately 27 percent. When comparing FY 1978 equipment expenditures with the average for the previous three years, nearly half of respondents indicated that expenditures from current funds were about the same; one-third indicated they were greater. Expenditures for separately budgeted scientific research equipment from current funds comprised about 6 percent of all research and development expenditures at doctorate-granting institutions in FY 1978. Data tables are included, as are the survey instrument and instructions. A list of disciplines in the various categories used is appended. Also appended are a response analysis and the stratification design. (MSE)

K. Pettit); Curriculum Development by Evolution (Alice F. Emerson); Institutional Autonomy and Curricula (Willard L. Boyd); In Support of a Social Ideal (C. Arthur Sandeen); American Federalism and Autonomy (Steven Muller); Students and the Admissions Decision (Alfred L. Moye); Federal Support for Research (Linda S. Wilson); Factors in Research Funding (Frank Press); Science and Government (Cornelius J. Pings); Federal Involvement in Spending (Robert M. Rosenzweig); State Support for Higher Education (James M. Furman); The President Speaks for the University (Jose A. Cabranes); An Uneasy Alliance? (Retha Clark King); Higher Education: Its Own Champion (Stephen Joel Trachtenberg.), The Black Experience (Herman B. Smith, Jr.); The Indian Experience (Marian M. Hersud); and Higher Education's Social Role (Charles Frankel). It is suggested that the growing interaction between government and higher education will warrant a skillful blending of higher education's autonomy and government's role in representing the will of the people. A bibliography is provided. (LC)

ED 185 934 HE 012 649

*Benjamin, Esther Levy, Judith A.*

**Barriers to Educational Opportunities for Re-Entry Women in Private Universities.**

Northwestern Univ., Evanston, Ill. Program on Women.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 79
Grant-NIE-G-79-0003
Note-65p.; For related documents see HE 012 650-651
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Administrator Attitudes, *Adult Students, College Environment, *College Students, Counseling Services, Educational Opportunities, *Females, Higher Education, Married Students, Nontraditional Students, Private Colleges, *Reentry Students, Stress Variables, *Student Adjustment, Student College Relationship, Student Needs, Student Problems, Teacher Attitudes, *Womens Education
Identifiers-*Northwestern University IL

Experiences of 60 women over 30 years old who returned to college after being out of school at least four years were studied. Thirty graduates and 30 undergraduate students were interviewed. Institutional barriers women confront include inadequate student services, limitations on financial aid, and admission practices and screening procedures discriminating against older students or women. Student experiences about the following are discussed: faculty/staff attitudes to older re-entry women, nontraditional credits, scheduling and other academic reforms, academic counseling, and special services. Situational barriers include unfamiliarity with the system, financial need, time management and role strain, child care, rusty skills and inadequate preparation. Support of the women's reentry family and friends, commuting, health and fatigue, and problems of guilt and anxiety are considered. Policy recommendations, a list of interview questions, and statistical data concerning respondents are included. (SW)

the students were satisfied with the amount of their loans and loan information; and (4) direct school lending is an important source of financial aid to students. Appendices include the questionnaire used for current in-school borrowers of FISLP, an interview guide used for reviewing the administrative practices of the schools, and the regression model analysis relating borrower characteristics and repayment status. (LC)

ED 185 954 HE 012 679

**University and College Administration in North America: Supplement to the Proceedings of the Annual Conference held in Edinburgh, April 1979.**
Conference of Univ. Administrators.
Pub Date-Apr 79
Note-69p.
Available from-Assistant Bursar, London School of Economics, Houghton Street, London WC2A 2AE England ($1.50)
Pub Type- Collected Works - Proceedings (021)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Administrators, *College Administration, *College Admission, *Comparative Education, Foreign Countries, *Higher Education, Institutional Role, National Organizations, Organizations (Groups), *Professional Associations, Trend Analysis
Identifiers-*Canada, *United States

Papers from the 1979 Conference of University Administrators are presented. Current problems in higher education in the United States and Canada and the concept of professionalism as applied to university administration were addressed. Contents are as follows: introductory paper: Professional Associations: The Off-Campus Organizations of Collegiate Middle Managers,'' by Robert A. Scott; Current Problems in Higher Education in the United States,'' by D. F. Finn; Canadian Education: Problems and Prospects,'' by P. Bartram; The Organisation of American Associations of University Administrators,'' by D. F. Finn; The Profession of Higher Education Administration,'' by E. G. Ryan; Professional Associations in the U.S.A.,'' by S. Berry; and An Overview of Admissions Practices in U.S. Colleges and Universities,'' by C. Sjogren. Among the specific topics addressed at the conference are the following: educational finance; the organization and role of the National Association of College and University Business Officers; characteristics of a profession; the role of the American Association of University Administrators in meeting the requirements of a profession; the organization and role of the American Association of Collegiate Registrars and Admissions Officers; and the admissions process in general and open door, selective, and competitive admission in particular. (SW)

ED 185 975                                                                 IR 008 300

**Reference Policies and Procedures Manual.**
George Mason Univ., Fairfax, Va.
Pub Date-Jan 80
Note-33p.
Pub Type- Guides - Non-Classroom (055) - Reference Materials (130)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Development, Librarians, Library Acquisition, Library Collections, Library Services, *Organization, *Policy, *Reference Services, *Staff Role
Identifiers-*George Mason University

This guide to services of the reference department of Fenwick Library, George Mason University, is intended for use by staff in the department, as well as the general public. Areas covered include (1) reference desk services to users; (2) reference desk support procedures; (3) off desk services; (4) collection development, including staff responsibilities, types of materials, ordering procedures, and maintenance of the reference collection; and (5) department composition and organization. Appendices contain sample forms for keeping reference statistics, assignment sheets for reference collection development, special permission forms, a library order request card, and descriptions of the positions of reference library chairperson, reference librarian, interlibrary loan coordinator, and reference assistant. (FM)

ED 185 997 IR 008 329

*Eilersen, Rita*

**The Economic Aspect of the Exchange of Duplicates. Time Studies on Books. A Case Study.**

Pub Date-Aug 79

Note-15p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Case Studies, Developed Nations, *Exchange Programs, *Information Centers, *International Educational Exchange, Library Acquisition, *Library Technical Processes, Operations Research, Program Descriptions

Identifiers-*Denmark, *Time Studies

This report of a 10-month study performed at the Institut Danois des Echanges Internationaux de Publications Scientifiques et Litteraires (IDE) on its exchange program for duplicate monographs provides an analysis of the working methods and time spent on the various phases, i.e., acquisition, processing, and distribution. The major function of the Institute is to coordinate and centralize Danish exchanges, and IDE is in charge of the exchange of official publications for all Danish libraries, doctoral theses and other publications issued by the University of Copenhagen, and the periodicals of the Danish National Library and the State and University Library of Arhus, as well as serving as the national center for the exchange of duplicate books. (CMV)

*Katzman, Solomon Katzman, Natan*

**Public Television Programming Content by Category. Fiscal Year 1978.**

Spons Agency-Corporation for Public Broadcasting, Washington, D.C.
Pub Date-79
Note-113p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Annual Reports, Broadcast Industry, *Content Analysis, Educational Television, *Programing (Broadcast), *Public Television, Tables (Data), *Television Surveys
Identifiers-Electric Company, Sesame Street

Part of a series of statistical reports on public broadcasting, this publication is based on data provided by public television stations to the Corporation for Public Broadcasting in a survey of public television programming by category. This is the third report in a new series of analyses which are based on the sample of an entire year. A summary of highlights, definitions, and descriptions of categories provide background for the numerous tables and figures which display data on the PTV system in FY 1978, instructional television services, Sesame Street and The Electric Company, general and news/public affairs programs, special or target audience programs, local programming, and PBS and prime-time programming. Appendices include information on the survey methods and operations, survey instruments and cover letters, computation of standard error, secondary schedules, ITV grade level by subject matter, and calendar year data. (CMV)

ED 186 044                                    IR 008 415

**Information Computer Communications Policy, 2: The Usage of International Data Networks in Europe.**

Organisation for Economic Cooperation and Development, Paris (France).
Pub Date-79
Note-285p.
Available from-OECD Publications, Suite 1207, 1750 Pennsylvania Ave., NW, Washington, DC 20006
Pub Type- Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Computer Science, *Cost Effectiveness, Data Bases, *Information Dissemination, *Information Networks, *Information Systems, *International Programs, Surveys, Telecommunications
Identifiers-*Europe

This study of the development of international data networks, a phenomena of the 1970's, and policy issues arising from their use is an in depth investigation of 24 private and six public European networks commissioned from Logica Limited and sponsored by the governments of France, Germany, the Netherlands, Norway, Spain, and Sweden. The report discusses reasons for using international data networks, describes their technological development, investigates transborder applications, presents access control and security problems and their solutions, and analyzes the costs and economics of international networks. The 27 conclusions presented range from the benefits of international data transmission to the participating companies, the involved nations, and the scientific research community to the developing international implications of mutual interdependence, and to the impact of costs on multinational corporations and smaller local users. Predicting that an European public network will be unavailable for at least five years, the report recommends that private networks receive preferential tariff treatment to meet the existing need of such a network. The appendices include descriptions of the 30 networks investigated, with diagrams, a checklist of information to be sought, the questionnaire used, and a checklist of information in network description. (RAO)

ED 186 062 JC 800 224

*Leo, Robert J. And Others*

**Personal and Family Financial Planning: Perspectives on Community College Programs.**

League for Innovation in the Community Coll., Los Angeles, Calif.
Spons Agency-American Council of Life Insurance, New York, N.Y.
Pub Date-Feb 80
Note-51p.
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Career Counseling, *Community Colleges, Consumer Economics, *Consumer Education, Counselor Training, Courses, Credit (Finance), Displaced Homemakers, Economics, Educational Radio, Estate Planning, *Family Financial Resources, Home Economics Education, *Home Management, Instructional Materials, Insurance, Investment, *Money Management, National Surveys, Program Descriptions, *Program Development, Program Evaluation, Program Implementation, Telecourses, Transfer Programs, Wills
Identifiers-League for Innovation in the Community College, *Personal and Family Financial Planning

After a brief summary of the findings of a 1979 study of Personal and Family Financial Planning (PFFP) programs at member institutions of the League for Innovation in the Community College (LICC), this two-part monograph provides information on selected PFFP programs. Part I presents in-depth descriptions of the implementation, subject coverage, and evaluation of seven PFFP programs or courses: (1) a comprehensive financial planning program at Central Piedmont Community College (NC) which includes a 19-module consumer education course; (2) a course in personal finance at Brookdale Community College (NJ) which covers family budgeting, credit, insurance, investment, and estate planning; (3) a radio course in macro-economics which is broadcast in 34, five-minute segments over a 17-week period by Moraine Valley Community College (IL); (4) a telecourse in consumer education offered by Lane Community College (OR); (5) a transfer curriculum in home economics offered by Johnson County Community College (KS); (6) a support program established by Delta College (MI) to teach confidence-building techniques and financial planning to displaced homemakers; and (7) a vocational counseling program at Brookhaven College (TX) which integrates PFFP with career counseling. Part II presents short outlines of other programs and courses. A list of credit and non-credit courses offered by LICC members concludes the monograph. (JP)

(A.A.) in real estate and in specific courses, scheduling preferences, and interest in college credit for courses and/or Kansas Real Estate Commission (KREC) approval. Survey findings, based upon 206 returned questionnaires, include the following: (1) 65.7% of the respondents expressed interest in an A.A.; (2) of the eight courses specified in the questionnaire, courses in Finance, Appraisals, Laws Relating to Real Estate, and Contracts received the greatest interest; (3) respondents were interested in taking an average of 4.5 courses; (4) 68% wanted both college credit and KREC approval for courses; (5) respondents indicated a preference for courses taught from November through February, once a week (not on Friday or Saturday), beginning at 6:00 or 7:00 p.m. The questionnaire and several data tables are included in the study report. (JM)

ED 186 101 PS 011 313

**Project: Parenting Resources Implementation Model (PRIMO). Final Interim Report, June 1, 1978 to November 30, 1979.**

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 79
Grant-OB-NIE-G-78-0208
Note-334p.; For related document, see ED 162 222.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
**EDRS Price - MF01/PC14 Plus Postage.**
Descriptors-Child Abuse, Ethnic Groups, Ethnography, *Followup Studies, Information Dissemination, Information Needs, *Information Services, *Instructional Materials, Merchandising, Models, Networks, *Parent Attitudes, *Parent Education, Parent Participation, Publicity, Resource Materials, Technical Assistance, *Workshops
Identifiers-Parenting Resources Implementation Model, *Southwest Educational Development Laboratory

This final report describes activities of a Parent Education Center (PEC) at the Southwest Educational Development Laboratory (SEDL). The PEC was designed to serve the needs of practitioners, professionals and researchers in the field of parent education and to provide them with up-to-date information on parent education materials, programs and resources. PEC objectives focused on (1) providing training and technical assistance; (2) materials revision, placement, monitoring and evaluation of use; (3) identification and cataloging of new materials, disseminating parenting materials information and selling parent education products; (5) conducting workshops, planning for increasing networking among parent education providers, and writing conference reports; (6) conducting a follow-up impact study of training materials on parents' child rearing beliefs and behaviors, formulating policy recommendations and topics for further research; and (7) conducting a publishers' alert and providing materials for publishers. The ethnographic follow-up study produced a number of findings related to an understanding of the following: the impact and implementation of parent education workshops, the role of parenting models and ethnic differences in facilitating changes in parents, and parents who were abused as children. Case examples, coding sheets, a description of the implementation of parent training packages at each site, and range of effects data are appended. (Author/RH)

*Lindsay, Jeanne Warren*

**Parenting Preschoolers: Curriculum Help and Study Guides. A Teacher's Guide.**

Pub Date-78
Note-187p.; For related document, see PS 011 404.
Available from-Morning Glory Press, 6595 San Haroldo Way, Buena Park, CA 90620 ($7.95, plus $1.50 shipping)
Pub Type- Guides - Classroom - Teacher (052) - Books (010)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Child Development, *Child Rearing, Mothers, Nutrition, *Parenthood Education, *Parent Role, Play, Pregnancy, Pregnant Students, *Preschool Children, Self Esteem, Sex Fairness, Teacher Role
Identifiers-Title IX Education Amendments 1972

This guide for teachers provides both suggestions for teaching high school students about parenting young children and questions and answers extracted from 10 books that focus on parenting and related topics. Among the topics discussed are self esteem, play, sex fairness, child development, nutrition, equality in marriage, pregnant students, and single parents. A guide to pregnancy and parenthood for women on their own, tips for instructing pregnant students, and a list of 60 publications about pregnancy, infancy and parenting preschoolers are provided. (RH)

children. Objectives state that upon completion of the module the CDA trainee will be able to provide daily opportunities for math-concept development, provide problem solving activities, sequence math experiences from simple to complex, provide a mathematics center, plan, execute and evaluate at least five learning experiences in math, and execute and evaluate a minimum of five unplanned experiences for developing math concepts. Early sections of the module define terms and suggest a procedure by which trainees can evaluate their strengths and weaknesses. Subsequent chapters discuss the teacher's responsibility for mathematics in the preschool, teaching mathematics in the preschool, and learning activity development. Fourteen examples of learning activities and an observation guide for evaluating learning centers are provided for the CDA trainee. Supplemental reference books, pamphlets, children's books, and films are listed. (RH)

ED 186 163    RC 011 907

**The SW & WC ECSU Past and Present.**
Southwest and West Central Educational Cooperative Service Unit, Marshall, Minn.
Pub Date-80
Note-19p.; For related documents, see RC 011 906 and RC 012 032. May not reproduce well due to colored paper.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Cooperative Programs, *Education Service Centers, Elementary Secondary Education, Federal Programs, Institutional Role, *Intermediate Administrative Units, Program Descriptions, *Regional Programs, Rural Education, *Rural Schools, *Shared Services, *Small Schools, State Programs
Identifiers-Educational Cooperative Service Unit, *Minnesota

The benefits of regional cooperation among small rural school districts are stressed in this brief description of the Educational Cooperative Service Unit (ECSU) currently serving 63,800 students in 104 member districts. A section on historical background traces the ECSU's forerunners, e.g., an educational media center established in 1965, the Title III educational service centers established in 1967, and the Educational Research Development Council organized in 1973 by school superintendents and funded by member districts. A section on present ECSU programs outlines administrative, instructional, media, and special education services. The administrative services described include assistance with long-range educational planning and shared computer systems; instructional services include inservice staff development programs and implementation of federally funded programs in local districts; media services include distribution of materials and equipment, centralized purchasing of school supplies and materials, and a print shop. ECSU's role as host for four special education cooperative centers is defined. (JH)

ED 186 181 RC 012 012

*Many Guns, Tom*

**Pinto Horse Rider. Blackfeet Heritage Program: Browning.**

Browning School District 9, Mont.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Note-55p.; For related documents, see RC 011 957-060 and RC 012 010-013.

Pub Type- Historical Materials (060) - Creative Works (030) - Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*American Indian Culture, American Indian Education, *American Indian Literature, American Indian Reservations, *American Indians, *Autobiographies, Cultural Background, Family Life, Legends, Life Style, *Oral History, Tribes

Identifiers-American Indian History, *Blackfeet (Tribe), Ethnic Heritage Studies Program, *Many Guns (Tom)

As part of an effort to preserve oral tradition and produce a history about the Blackfeet people, Tom Many Guns relates the story of his life and, in so doing, brings out the rich cultural heritage of the Blackfeet. The recollections were gathered through interviews and translated from Blackfeet to English using every effort to preserve Tom Many Guns' narrative style. Tom's stories reveal a bit of his earlier years while growing up on the Reservation. Born on December 20, 1891, and raised by his grandparents, he heard many stories from them and other elderly Blackfeet. Incidents and activities described include participation in the medicine lodge ceremonies to cure the sick, how his father took a black horse in broad daylight from the enemy Crows, making berry soup with blood of game they had killed, singing around the camp to signal the formation of a war party, fencing of the Blackfeet Reservation by the federal government, building of the Great Northern Railroad across the Reservation, the woman who married the buffalo, and the story of coyote man. Illustrations by Blackfeet artist Wilbur Blackweasel contribute visual impact to many of the stories. (NEC)

ED 186 200 RC 012 033

*Kunkel, R. C. Tucker, S. A.*

**VALE: Value Assessment Latino Education, a Needs Assessment Model for Latino Children.**

Pub Date-Mar 78

Note-24p.; Paper presented at the Association for Supervision and Curriculum Development Annual Convention (San Francisco, CA, March, 1978). Best copy available.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Bilingual Education, Change Strategies, Church Role, Community Attitudes, *Curriculum Development, Dropouts, Economic Factors, *Educational Attitudes, Educational Discrimination, *Educational Needs, Extracurricular Activities, *Latin Americans, Migrant Education, Multicultural Education, Parent School Relationship, *School Community Relationship, School Role, Spanish Speaking, State School District Relationship, Student Needs

Identifiers-*Latinos, *South Bend Community Schools IN

Over 2,000 interviews, questionnaires, and observations obtained needs assessment information from students, teachers, school administrators, and community members with the 4 major objectives being to help Latino children and parents articulate their educational needs, to help South Bend Community School Corporation interpret these needs in deliverable terms, to demonstrate to Latino people that their perceptions are valued, and to inform service providers of Latino needs. The assessment led to six general recommendations for meeting Latino needs: (1) improve language skills and school achievement, (2) decrease student dropout rate, (3) address educational problems related to family mobility, (4) increase compatibility between home culture and school experience, (5) alleviate stress generated by personal and family economics, and (6) coordinate state and local resources to meet student needs. The delivery strategy task force translated these general recommendations into specific actions in the areas of educational policy, curriculum, staffing, extra curricular activities, student services, community involvement, and program evaluation. For each area, recommendations were directed to the local school, community agencies (including churches), and state agencies (including the legislature). (JH)

ED 186 222 SE 030 434

*Allen, Frank B. And Others*

**Matematica Para La Escuela Secundaria, Primer Curso de Algebra (Parte 2), Comentario. Traduccion Preliminar de la Edicion en Ingles Revisada. (Mathematics for High School, First Course in Algebra, Part 2, Teacher's Commentary. Preliminary Translation of the Revised English Edition).**

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-64
Note-358p.; For related documents in Spanish, see SE 030 431-433.
Language-Spanish
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC15 Plus Postage.**
Descriptors-*Algebra, *Bilingual Education, Instructional Materials, *Mathematics Curriculum, *Mathematics Instruction, Number Concepts, *Secondary Education, *Secondary School Mathematics, Teaching Guides
Identifiers-Polynomials, *School Mathematics Study Group

This is the teacher's commentary for part two of a three-part SMSG algebra text for high school students. The principal objective of the text is to help the student develop an understanding and appreciation of some of the algebraic structure as a basis for the techniques of algebra. Chapter topics include addition and multiplication of real numbers, factors, exponents, radicals, and polynomials and rational expressions. (RH)

ED 186 250 SE 030 629

*Mills, Stephen R. And Others*

**The Design of Environmental Education Delivery Systems: A Procedural Guide.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date-Sep 79

Grant-G007802598

Note-50p.; For related document, see SE 030 630. Page iv of the original document is missing.

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Conservation Education, *Curriculum Development, Delivery Systems, Educational Administration, Educational Assessment, *Educational Innovation, *Educational Planning, *Educational Supply, Elementary Secondary Education, *Environmental Education, Interdisciplinary Approach, *Needs Assessment, Planning, Systems Approach

This guide is intended to facilitate implementation and infusion of environmental education (EE) programs by presenting guidelines for design of a system. The operations leading to the system and its evaluation are discussed. Two components of the design of the system are specifically treated: (1) EE delivery concerns, and (2) levels of planning. This guide answers several questions including: (1) What is a useful approach to the design of an EE delivery system; (2) What are the major instructional goals and learning objectives for an EE curriculum; (3) What are the basic requirements for delivering an EE program; (4) What are some possible constraints and barriers to delivering an EE program; (5) What are some basic strategies and tactics that facilitate EE program delivery; and (6) What are some important considerations in evaluating an EE delivery system? (Author/RE)

each of these discussions is given. Questions and answers which occurred during the discussions have been incorporated into the text and hand-outs given during the discussions are included following the texts. Also included are written questions which the participants presented to the researchers, and the answers and recommended resources with which the researchers responded. (Author/MK)

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ED 186 275 SE 030 749

**Publications on Toxic Substances: A Descriptive Listing.**
Interagency Regulatory Liaison Group, Washington, D.C.
Pub Date-79
Note-91p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 052-011-00226-7; No price quoted).
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Annotated Bibliographies, Environment, *Environmental Education, Environmental Influences, Federal Regulation, Poisoning, *Pollution, Publications, *Public Health, Resource Materials, Safety, *Waste Disposal, *Wastes, Water Pollution
Identifiers-Toxic Substances

Presented are basic facts about toxic substances and a description of selected publications about them which are available from several federal agencies. Instructions on how to order publications from these agencies are provided. The booklet lists publications according to applicability to the home, the workplace, agriculture, the environment, and within the role of the federal government. An index is provided for guide access to annotations by toxin type or specific topic. (Author/RE)

timing, sequencing, and continuity of educational, occupational, marital, childbearing, and other commitments made by an individual over a lifespan. Findings from existing research on the educational/occupational attainment process generally indicate that women obtain fewer years of education than men and receive lower pay for similar jobs, even when the amount of education is controlled. Hypotheses are that variations in educational and work histories directly affect subsequent achievement and that the greater variability in life course patterns among women is related to women's lower achievement in adulthood. The sample (2,010 males and 2,025 females) was based on data from a longitudinal study in which over 400,000 men and women who were in high school in 1960 were questioned at ages 19, 23, and 29 regarding their family backgrounds, cognitive skills, knowledge levels, interests, and plans. Findings indicated clear sex differences in continuity of schooling and work between high school and age 29, negative impact on income from work interruptions (mostly by women), and persistence of sex effects on job prestige and income in spite of controls. The conclusion is that the continuity of schooling and work do have some value for explaining differences in subsequent achievement between men and women. (DB)

ED 186 314 SO 012 548

*Henderson, Roy D.*

**Using Publicity As an Element of the Promotion Mix.**

Pub Date-28 Apr 80
Note-48p.; Section on Student involved in marketing project'' removed by ERIC due to poor reproducibility; Not available from EDRS in paper copy due to fading ink throughout original document.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Business Education, Business Responsibility, Communication Problems, Communication Skills, Cooperative Programs, *Distributive Education, Higher Education, Lesson Plans, *Marketing, News Writing, *Organizational Communication, *Publicity, *Public Relations, School Business Relationship

The report describes procedures for teaching and administering a one-week course in publicity in a Principals of Marketing course at the University of Wisconsin-Stout. Emphasis is on helping college students develop communication skills. A major objective is to help students be aware of the public's general lack of understanding of the free enterprise system and to teach them how to communicate with the public. Goals are to generate specific points of private businesses' positive social contributions and to develop and publish a news release item. Groups of six students work with a business firm on a problem confronting the business relating to promotion or public relations. Two lessons focus on the need to communicate and suggestions on how to communicate. Section I emphasizes student awareness of the need to communicate. Activities include a pretest, film viewing, and reading. Section II focuses on writing and marketing a news release. Activities include reading and discussion, and assigning each student a mini-project of writing and publishing his/her own press release. Each lesson plan includes time allotment, objectives, references, learning activities, and all related handouts. Emphasis throughout is on student-business involvement and cooperation. A short bibliography concludes the document. (CK)

exercises, and offers a directory of exercises. The final section, which comprises the bulk of the document, presents approximately 100 multiple-choice exercises. Students are directed to view photographs of art works and answer questions concerning major themes, quality, color intensity, and the importance of art to the human experience. (DB)

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ED 186 332 SO 012 574

**Report to the President: President's Commission on the Holocaust.**
President's Commission on the Holocaust, Washington, D.C.
Pub Date-27 Sep 79
Note-49p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Elementary Secondary Education, Foundation Programs, Higher Education, *International Crimes, *Jews, Museums, Philanthropic Foundations, Research Opportunities
Identifiers-*Holocaust, *Nazism

On November 1, 1978, President Carter established the President's Commission on the Holocaust and charged it with the responsibility of deciding what might constitute an appropriate national memorial to all those who had perished in the Holocaust. This publication is the report of that Commission which consisted of 34 members including survivors, lay and religious leaders of all faiths, historians, scholars, and congressmen. The Holocaust was a crime unique in the annals of human history, different not only in the quantity of violence the sheer numbers killed but in its manner and purpose as a mass criminal enterprise organized by the state against defenseless civilian populations. Remembering the Holocaust can instill caution, fortify restraint, and protect against future evil or indifference. The Commission made recommendations for memorials. First, a National Holocaust Memorial Museum which will present the Holocaust through pictorial accounts, films, and other visual exhibits shall be built in Washington D.C. Secondly, an Educational Foundation dedicated to the pursuit of educational work through grants, extension services, joint projects, research, and exploration of issues raised by the Holocaust shall be founded. Thirdly, the Commission recommends that a Committee on Conscience composed of distinguished moral leaders in America be appointed. This Committee would receive reports of genocide anywhere in the world. Additional recommendations included observance of Days of Remembrance,'' ratification of the Genocide Convention, prosecution of Nazi war criminals in America, and the maintenance of Jewish cemeteries abroad. (Author/RM) and Policy.'' (CK)

ED 186 350 SO 012 608

*Farquhar, Elizabeth C. Dawson, Karen S.*
**Citizen Education Today: Developing Civic Competencies. A Report of the Citizen Education Staff.**
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-199p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
**EDRS Price - MF01/PC08 Plus Postage.**
Descriptors-Adult Education, *Citizenship, *Citizenship Education, Citizenship Responsibility, Educational Assessment, *Educational Improvement, *Educational Needs, Educational Objectives, Elementary Secondary Education, Learning Activities, Learning Processes, National Programs, Political Influences, Program Descriptions

The publication presents the final report of the U.S. Office of Education citizen education project, focusing on major issues relating to the concepts of citizenship and citizen education. The objective is to contribute to a clear delineation of goals, strategies, and needs. The document is divided into five chapters. Chapter I explains the need for citizen education; how the concept of democratic citizenship evolved; and the history, evolution, and core elements and tensions of citizen education in the United States. Chapter II discusses patterns of political learning among American children, adolescents, and adults focusing on both cognitive development and social learning. Chapter III emphasizes the influence of the family and the peer group on children and adolescents and describes a variety of school-based programs in citizen education. Chapter IV discusses selected citizen education activities of the media, voluntary/community groups, business and labor unions, and all levels of the government. The concluding chapter reaffirms the need for citizen education, lists 15 developments occuring within the past five years, and recommends that there be national leadership in this area sustained by a genuine commitment to major improvement. It also recommends nine goals for leadership activities, including reestablishing citizen education as a basic goal of schooling, designing professional training experiences, coordinating school and community resources, and broadening the constituency served by citizen education. (CK)

SP

ED 186 376 SP 015 810

*Loucks, Susan F. Hall, Gene E.*

**Formative Evaluation for the First Thirteen Months of the SEDL/RX.**

Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date-Nov 77

Note-34p.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Evaluation Methods, Formative Evaluation, *Information Networks, *Input Output Analysis, *Program Development, *Program Evaluation, *Program Implementation, Teacher Education, Trend Analysis

Identifiers-*Southwest Educational Development Laboratory

An analysis and review of the activities in the Southwest Educational Development Laboratory Regional Exchange (SEDL/RX) is presented, and the following questions spoken to: 1) How has the SEDL/RX evolved and developed? 2) What are the major activities at the SEDL/RX? 3) How do the Advisory Board members perceive the SEDL/RX and what do they see in the future? and 4) What can be learned from the SEDL/RX's past that can positively influence its future? Appended is a log of key SEDL/RX events. (JD)

*Das, Bikram K.*

**Rationalising College English Methodology: A Student-Activated, Study-Learning Method for Adolescents.**

Central Inst. of English and Foreign Languages, Hyderbad (India).

Pub Date-74
Note-24p.
Journal Cit-CIEFL Bulletin; v10 p13-35 1974
Pub Type- Journal Articles (080) - Opinion Papers (120) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*College Second Language Programs, *Curriculum Development, *English (Second Language), Grammar, *Indians, Postsecondary Education, *Reading Comprehension, Reading Material Selection, Reading Skills, Second Language Instruction, Student Motivation, Syntax, *Teaching Methods, Vocabulary Skills, Writing Skills

This new method for teaching college English in India is based on prior assumptions but is given a justification and a methodological framework previously lacking. The method, which lies somewhere between the manipulative control and regimentation employed at the school level and the total freedom of the existing college method, is described in three parts: (1) the organization of the materials, (2) the teacher's presentation, and (3) the exercises and practice by the students. The linguistic and literary qualities that reading texts should reflect in order to encourage the habit of reading and develop reading skills are listed. Suggestions are made for: (1) motivating the students to read, (2) improving reading speed and comprehension, (3) handling special vocabulary and problems of syntax, (4) writing exercises for the students, (5) leading oral discussions based on the reading, (6) expanding vocabulary skills, and (7) preparing grammar exercises based on the reading. Suggestions for written work, which should reinforce the oral activities and be part of every class, are also offered. (PMJ)

ED 185 916 HE 012 598

*Webster, David S.*

**How to Assess Quality in Master's Degree Programs A New and Better Way.**

Pub Date-1 Mar 79
Note-12p.; Paper presented at a conference on assessing quality in master's degree programs (University of Maryland, College Park, MD, March 1, 1979). Best copy available.
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-College Environment, College Faculty, *Departments, Educational Facilities, *Educational Quality, *Evaluation Criteria, Evaluation Methods, Grades (Scholastic), *Graduate Study, Higher Education, Job Placement, *Masters Programs, *Program Evaluation, Reputation, Scholarship, Standardized Tests, Student Characteristics, Student Employment, Student Experience, Student Teacher Relationship, Teacher Effectiveness, Teacher Guidance

Evaluation methods for master's degree programs should be substantially different from those currently used for doctoral degree programs. Three current methods, that of Beverley Hurlbert, that of Jack Gourman, and that using departmental reputations as the major criterion, are insufficient. Elements that should be included in the evaluation are the department itself, ancillary departments that could reasonably be expected to attract a substantial number of students from the department being rated, campus facilities used by the department, and the advantages and disadvantages of the surrounding community for the subject being studied. Department measures include: the faculty's scholarship; amount of time faculty devote to teaching, advising, guiding student research, and student contact; quality of students, measured by Graduate Record Examination scores, undergraduate grades weighted by college quality, and current jobs and cumulative experience; student participation in department and campus life; and graduate placement record. Campus-wide measures include strength and accessibility of related departments, and the quality of facilities a program draws upon most. Although the community environs should be considered, they should not be weighted too heavily. A list of references is included. (MSE)

ED 185 976 IR 008 301

*Long, Philip L.*
**Study of Message Text Formats: Bibliographic Search Queries.**
Library of Congress, Washington, D.C. Network Development Office.
Pub Date-79
Note-42p.; For related documents, see ED 168 515-518. Network Planning Paper 5.
Available from-Customer Services Section, Cataloging Distribution Service, Library of Congress, Navy Yard Annex, Building 159, Washington, DC 20541
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Cataloging, *Information Networks, *Information Retrieval, Information Services, Information Systems, Library Networks, *Online Systems, *Search Strategies

This report presents an analysis of the search query arguments of several major bibliographic utilities and shows the commonalities and differences of the query structure among the various systems. The report illustrates a symbolic metalanguage that was developed to describe and compare the search arguments. In addition, status and error messages used in conjunction with search queries that should be incorporated in the National Commission on Libraries and Information Science (NCLIS) National Bureau of Standards (NBS) Applications Level Protocol are specified. The report recommends that certain search argument formats be standardized for computer-to-computer communications and that more work be performed in the analysis of bibliographic response formats on the various systems. Data about the following systems are included: the Library of Congress, the National Library of Medicine, OCLC, the University of Chicago, the Washington Library Network, Northwestern University, and the Research Libraries Information Network. (Author/FM)

ED 186 081 JC 800 281

*Jacobsen, Linda S. Borchardt, Gordon C.*

**An Aptitude-Test Battery for Court-Reporter Training: Initial Results of a Longitudinal Validation Study.**

MacCormac Junior Coll., Berkeley, Ill.

Pub Date- Mar 80

Note-16p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Academic Achievement, Admissions Counseling, Aptitude Tests, *Clerical Occupations, Clerical Workers, *Court Reporters, Employment Qualifications, Goal Orientation, Job Skills, Language Skills, Longitudinal Studies, Occupational Tests, Personality Assessment, *Predictive Measurement, Predictive Validity, *Predictor Variables, Program Development, Reading Tests, Screening Tests, Shorthand, State Licensing Boards, State Standards, *Success, Testing Programs, Two Year Colleges, Typewriting, Vocabulary Skills

In order to identify a battery of aptitude tests which could adequately predict the success of applicants to its court-reporting program, MacCormac Junior College contracted with Science Research Associates in Fall 1976 to conduct a longitudinal validation study of court-reporting aptitude measures. Eight tests were administered to each court-reporting student enrolled at the beginning of the Fall term, yielding 26 scores for each student. These scores were measured against a numerical scale reflecting the student's eventual status as: (1) withdrew; (2) accepted a stenographic diploma; (3) earned an Associate degree (A.A.), but failed to pass the state Certified Shorthand Reporter (CSR) exam; (4) earned and A.A. and passed the CSR after more than one try; and (5) earned an A.A. and passed the CSR on the first try. Study results indicated that the correlation between the predictive variables and student success was highest on four measures: typing placement test; social studies reading score from the American College Testing examination; the goal orientation subscale of the Survey of Personal Values; and the language subsection of the Short Test of Clerical Ability. If the average composite score for these items had been used as an entrance criterion, 53% of the entering freshmen would have passed the CSR, instead of the 35% who actually did. The study report describes each of the four predictive criteria. (JP)

ED 186 124 PS 011 411

*Spodek, Bernard*

**Early Childhood Education: A Synoptic View.**

Pub Date-Jan 80
Note-13p.; Paper presented at the International Congress on Early Childhood Education: A Challenge for the Educator (Tel Aviv, Israel, January 6-10, 1980).
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Day Care Centers, *Early Childhood Education, Educational Change, *Educational Development, *Educational History, *Educational Objectives, Educational Principles, Kindergarten, Nursery Schools, *Theories
Identifiers-*Conceptual Integration

In this paper the elusive, integrative and common elements that unify the large and diverse field of early childhood education are sought. Present diversity among educators of young children is viewed against the historical background of variety in the implementation of kindergartens and nursery schools in the United States. The effects of federal legislation in increasing the varied purposes of early childhood programs are discussed. It is determined that kinds of services, clients served, program purposes and underlying educational ideas do not provide a unifying theme for the field of early childhood education. In conclusion, three claims are made: 1) that individual practitioners become familiar with a small area of the field and recognize that their insight contributes to the field as a whole; 2) that future developments will indicate which elements of the present diversity are most beneficial; and 3) that the field is unified because early childhood educators as a group hold and use a common belief system with shared values, definitions, concepts and slogans. (RH)

**Child Development Associate. Learning Centers.**

Eastern Oklahoma State Coll., Wilburton.; Oklahoma Child Development Associate Policy Advisory Council, Midwest City.; Oscar Rose Junior Coll., Midwest City, Okla.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date- 76
Grant-DHEW-OCD-6-C-15
Note-52p.; For related documents, see PS 011 430-441 and PS 011 443-447.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Reference Materials (130)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Child Caregivers, Classroom Design, Classroom Environment, *Competency Based Teacher Education, Day Care, Early Childhood Education, *Learning Centers (Classroom), *Media Selection, Postsecondary Education, *Preschool Teachers, *Training
Identifiers-*CDA, Child Development Associate

One of a series of 18, this Child Development Associate (CDA) training module provides a guide to the construction of learning centers in preschool settings. Upon completion of the module the CDA trainee is expected to be able to analyze and improve the arrangement of space, materials and equipment; specify and rotate learning centers in the available space; inventory materials and equipment; plan, execute and evaluate learning experiences in each different learning center; evaluate learning center effectiveness; and understand the importance of learning centers for child development. After a statement of rationale, objectives and self-evaluation procedures, the module gives an overview of learning centers and then focuses on specific kinds: art, block, dramatic play, language arts, mathematics, music and science centers. The overview discusses the physical arrangement of learning centers, their value, scheduling and selection, and the teacher's role. Each kind of center is discussed in terms of physical arrangement and selection of materials and equipment. Sample listings of materials and equipment for each center are provided. Also included are lists of supplemental reference books, pamphlets, children's books, films, filmstrips and cassette tapes about early childhood education. (RH)

ED 186 296    SO 012 465

**International Perspectives on Nonformal Education. Conference Proceedings of the New England Meeting of the Comparative and International Society (Amherst, Massachusetts, May 3, 1979).**

Massachusetts Univ., Amherst. Center for International Education.
Pub Date-May 79
Note-201p.
Available from-Center for International Education, University of Massachusetts, 285 Hills House South, Amherst, MA 01003 ($5.00)
Pub Type- Collected Works - Proceedings (021) - Information Analyses (070)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors-Case Studies, *Comparative Education, Conference Papers, Lifelong Learning, *Nonformal Education, Nontraditional Education, Program Descriptions, Volunteers
Identifiers-Africa, Chile, Ghana, Honduras, Japan, Kenya, Mexico, Poland, Turkey, West Germany

This document contains the papers delivered at the New England Regional Meeting which focused on the theme of International Perspectives on Nonformal Education. The keynote address provides a state of the art of nonformal education and discusses its successes, limitations, and future challenges. The first group of papers presents philosophical and programmatic concerns of nonformal education. One paper discusses the ideological presumptions of nonformal education. The collaborative process in international nonformal education programs is examined in another paper. A third paper discusses the instructional staff for out of school education and a look at voluntarism. The second group of papers examines nonformal education in various countries and presents case studies of specific nonformal education projects. For example, one paper describes the Village Polytechnic in the rural areas of Kenya as a potential solution to the problem of skyrocketing unemployment of thousands of primary school graduates who are unable to continue their formal education. Another paper discusses the Haiku and the tea ceremony of Japan. Other papers look at nonformal education in Turkey, West Germany, Honduras, Chile, Ghana, Poland, Africa, and Mexico. (Author/RM)

ED 185 998 IR 008 330

*Black, John B.*

**Social Science Data Bases and Data Banks in the United States and Canada.**

Pub Date-Aug 79

Note-12p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). For a related document, see IR 008 395.

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Data Bases, Developed Nations, Development, Online Systems, *Social Sciences

Identifiers-*Canada, *United States

This overview of North American social science databases, including scope and services, identifies five trends: (1) growth in the number of databases, subjects covered, and system availability; (2) increased competition in the retrieval systems marketplace with more databases being offered on multiple systems, improvements being made to the retrieval systems themselves, and more active advertising or user education'' being undertaken by the database and service suppliers; (3) increased ease of access as telecommunications facilities and technology improve and associated service costs go down; (4) continuing appearance of technological changes which affect the nature and use of databases and retrieval systems, such as microcomputers, bubble memories, and videodiscs; and (5) the development of Teletext/Videotext systems which, along with other more user friendly'' retrieval systems, will foster increased end user'' access to all forms of databases. An appendix provides a list of examples of North American social science databases that are available online. (Author/JD)

ED 186 023 IR 008 389

*Berkowitz, Melissa O'Neil, Harold F., Jr.*

**An Annotated Bibliography for Instructional Systems Development.**

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Report NO.-USARIBSS-TR-426
Pub Date-Aug 79
Note-57p.; For related documents, see ED 122 018-022.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (1980-671-143/3)
Pub Type- Reference Materials - Bibliographies (131) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Annotated Bibliographies, *Computer Assisted Instruction, *Computer Managed Instruction, *Instructional Development, Military Training, *Models, Needs Assessment, *Systems Approach
Identifiers-*Authoring Aids

This annotated bibliography lists instructional development resources relevant to the Interservice Procedures for Instructional Systems Development Model (ISD), a standardized model providing for the assessment of training needs; the design, development, and implementation of instruction; and the assessment of instructional quality. Following a literature search, relevant documents were classified according to the 19 block ISD model, and summaries were written to identify documents on authoring aids, procedures, or techniques. The purpose of each block in this model is defined, and documents are listed alphabetically within blocks. A status section for each block indicates the availability of authoring aids sufficient to guide an individual through all activities specified by the block, as well as the availability of relevant procedures and techniques that could be developed into authoring aids. Directions for future research, based on the lack of authoring aids available, are identified. (RAO)

ED 186 223 SE 030 441

*Blank, A. A. And Others*

**Report of the Committee on Calculus. School Mathematics Study Group.**

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-63
Note-252p.; Contains light and broken type.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC11 Plus Postage.**
Descriptors-*Calculus, *Mathematics Curriculum, *Mathematics Instruction, Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers-*School Mathematics Study Group

Presented is the work of the calculus group of SMSG. The Advisory Board expressed a desire for a suitable high school calculus text. The calculus group surveyed available texts and, finding none which met advisory board requirements, outlined a suitable course. This outline was annotated for use by future writers. Some group members felt a more extended discussion of topics, suitable for use by students, was needed. A subgroup drafted this student version and in doing so changed the outline. The group could not reach agreement on these changes and therefore this document contains two reports, the second being the student version of the first four chapters of the calculus text. (MK)

**Preparation of Educational Personnel 1976-77 through 1978-79 with Trends from 1968-69.**

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.

Report NO.-SUNY-OIR-10-80

Pub Date-Mar 80

Note-143p.

Pub Type- Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-*Schools of Education, *State Departments of Education, State Standards, *Teacher Certification, *Teacher Education, Trend Analysis

Identifiers-*New York

The number of educational personnel prepared by institutions of the State University of New York and recommended to the New York State Education Department for educational certification during the period July 1, 1968 through June 30, 1979, is summarized in statistical form. Detailed descriptions of the last three years are provided. (Editor/RJG)

ED 185 819 FL 011 211

**An Intermediate-Advanced Level German Refresher Course: Book 2, Part 2.**

Defense Language Inst., Monterey, Calif.
Pub Date-60
Note-227p.; For related documents, see FL 011 209-215.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($4.15 for text, $12.00 for cassettes).
Language-German; English
Pub Type- Books (010) - Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC10 Plus Postage.**
Descriptors-*College Second Language Programs, *Communicative Competence (Languages), *Dialogs (Language), *German, Higher Education, Instructional Materials, Language Fluency, Language Skills, Listening Comprehension, Pattern Drills (Language), Pronunciation, *Second Language Instruction, Standard Spoken Usage

Book two, part two, of an intermediate-advanced level German refresher course for college students is presented. The volume consists of 42 lessons of text material and 42 prerecorded tapes. A typical unit is made up of spontaneous dialogues, substitution drills, and tests. A dialogue for listening is a short conversation between German speakers who did not use scripts and whose speech contains authentic segments of spoken language. A dialogue for memorization is a repetition of the dialogue for listening with an opportunity for students to repeat parts of the dialogue on tape to facilitate memorization of the material. A dialogue for fluency is a further step in facilitating student memorization of the dialogue. A dialogue for listening permits students to hear the original dialogue once again. The students listen to improve pronunciation and to hear the intonation of the native German speakers. The dialogue for participation is an informal checkup. Students test their ability to perform each of the two roles on tape from memory. On the tests at the end of each unit, students are asked to listen and immediately provide a suitable written English translation. (SW)

ED 185 860 FL 011 359

*Mackesy, Eileen M., Comp. And Others*

**MLA Directory of Periodicals: A Guide to Journals and Series in Languages and Literature, 1978-79 Edition.**

Modern Language Association of America, New York, N.Y.

Pub Date-79

Note-541p.

Available from-Publications Center, MLA, 62 Fifth Avenue, New York, NY 10011 ($65.00)

Pub Type- Reference Materials - Directories/Catalogs (132)

**Document Not Available from EDRS.**

Descriptors-Folk Culture, *Foreign Language Periodicals, Literature, *Periodicals, *Second Languages

This volume contains all information available on the 2,877 journals and series on the master list of the MLA International Bibliography.'' The scope of the volume includes regularly published journals available to libraries and/or universities that print articles on language, literature, or folklore; and series that publish books on those topics. The directory is arranged alphabetically by the title of the journal or series. Among others, the volume is of use to those who want to have their foreign language-related papers published. The directory is indexed for editorial personnel, languages published, sponsoring organizations, and subjects. (JB)

ED 185 880 HE 012 451

*Van Dusen, William D.*

**The Coming Crisis in Student Aid.**

Aspen Inst. for Humanistic Studies, New York, N.Y.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-79
Note-41p.; Report of the Aspen Institute Conference on Student Aid Policy (1978).
Pub Type- Reports - Evaluative (142) - Collected Works - Proceedings (021)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Access to Education, Delivery Systems, Educational Finance, *Financial Support, Governance, Government Role, Higher Education, National Programs, *Need Analysis (Student Financial Aid), Parent Financial Contribution, *Policy Formation, *Public Policy, Student Costs, *Student Financial Aid, Student Loan Programs, *Student Needs

Findings and recommendations are compiled from a conference on student aid policy. Issues addressed in this summary report include: the public commitment to student aid; funding for student aid; the student aid delivery system; and the governance of student aid. It is noted that financial support from public and private student aid programs has made higher education, traditionally one of the major mechanisms for achieving equality, possible for substantial numbers of individuals. It is recommended that there be a comprehensive attempt to achieve a coherent set of public purposes and policies for student aid programs. Three major questions are addressed: (1) What is the optimum rate of participation in postsecondary education? (2) How much financial support from resources external to the family will be required to induce and maintain that level of participation? and (3) What is the optimum mechanism for delivering that financial support? It is suggested that resolution of these issues will aid in the development of a consistent public policy regarding student aid, and in this way the benefits derived from the investment of public money in student aid will be improved and expanded. (SF)

ED 185 935 HE 012 650

*Benjamin, Esther*

**Review Article: Barriers to Academic Re-Entry Women and How to Overcome Them.**

Northwestern Univ., Evanston, Ill. Program on Women.

Pub Date-Oct 79

Note-56p.; For related documents see HE 012 649 and HE 012 651.

Pub Type- Information Analyses (070)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Administrator Attitudes, *Adult Students, College Environment, *College Students, Educational Opportunities, *Females, Higher Education, Married Students, Nontraditional Students, *Reentry Students, Stress Variables, *Student Adjustment, Student College Relationship, Student Needs, Student Problems, Teacher Attitudes, *Womens Education

A literature review of barriers to women who re-enter higher education studies is presented. Several factors are thought to influence the experience of re-entry women: the type of institution she attends, the type of program that she finds there, and her personal and social situation. Re-entry women are discussed in terms of inner city women, low income women, and middle and upper-middle class woman. Ekstrom's (1972) classification of barriers to re-entry (dispositional, situational, and institutional barriers) and Astin's (1976) variables (program-related, time of classes, location, distance, etc. and personal variables) are considered. The following concerns are examined: regulations of colleges, application and admissions, faculty/staff attitudes, nontraditional credit, scheduling and other academic reforms, special services, counseling, unfamiliarity with the system, financial need, time management and role strain, child care, rusty skills and inadequate preparation, support of family and friends, commuting, health and fatigue, attitudes and personality, and guilt and anxiety. A bibliography is included. (SW)

ED 186 045 IR 008 430

*Carifio, James Biron, Ronald*

**Collecting Sensitive Data Anonymously: Further Findings on the CDRGP Technique.**

Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Pub Date-Apr 80
Grant-H84-AA-01242-04

Note-48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-14, 1980)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Confidentiality, *Data Collection, *Methods, Questionnaires, Tables (Data)

This report of research findings describes a confidentiality-preserving data collection method called the Context-Determined, Rule-Generated, Pseudonym (CDRGP) technique, a specifically constructed set of questions based upon personal information known to the respondent (but to few others) which each respondent answers whenever data are gathered; the respondent's answers to the questions generate a probabilistically unique string of letters, or code identifier, that allows the data being collected to be tied to previously collected data. The report describes CDRGP in full, explains the research methodology involved in three separate experiments, and details the findings. References are provided. (FM)

ED 186 102 PS 011 346

*Beeson, Betty Spillers Williams, R. Ann*

**A Study of Sex Stereotyping in Child-Selected Play Activities of Preschool Children.**

Pub Date-Nov 79
Note-58p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Observation, *Play, *Preschool Children, *Sex Differences, *Sex Stereotypes, *Social Change

The purpose of this study was to examine child-selected play activities of three-, four-, and five-year-old children to determine whether the choices reflected society's traditionally sex stereotyped labels. Subjects were 50 students enrolled in two nursery school programs at a midwestern university during the autumn of 1979. Three observers recorded the number of different boys or girls that participated in the following activities: art projects, house play, wheeled vehicles, sand or water, blocks, climbing apparatus, books, and table activities. The data were collected in 30 minute observation periods over six consecutive weeks. Several findings differ from previous studies. While all four traditionally female-oriented play activities (house play, books, art projects, and table activities) were chosen more by girls than by boys, the difference was not statistically significant at the .05 level. Boys choose the traditionally male-oriented play activities: wheeled vehicles and sand/water, more than girls did. Girls chose the traditionally male-oriented climbing apparatus more frequently than boys did. Differences for these three activities were not significant at the .05 level. Block play was the only activity revealing sex differences at the .05 level. Significantly more boys than girls played with blocks. It is suggested that the changing societal attitude and the national movement toward eliminating sexism is reflected in the play activities of young children. (Author/RH)

ED 186 164 RC 011 915

*Wallis, William And Others*

**A Meeting of Cultures: Essays on Lakota History and Culture, Lakota Literature and Lakota Music.**

Nebraska Univ., Lincoln.

Spons Agency-Alberta Advisory Committee for Educational Studies, Edmonton.; Nebraska Arts Council, Lincoln.; Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-77

Note-181p.; Sponsored in part by the Nebraska Bicentennial Commission and the Cooper Foundation.

Available from-Nebraska Curriculum Development Center, UN-L, 32 Andrews hall, Lincoln, NE 68588 ($2.00).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*American Indian Culture, American Indian Languages, *American Indian Literature, *American Indians, *Cultural Background, Drama, Games, Higher Education, Instructional Materials, Leaders, Legends, Life Style, Maps, Music, Musical Instruments, Mythology, Photographs, Religion, Secondary Education, United States History, Vocal Music

Identifiers-Ethnic Heritage Studies Program, *Lakota (Tribe), Plains Indians (Anthropological Label), Sioux (Tribe)

Educational materials dealing with the culture and history of the Lakota Sioux Indian in Nebraska are presented in this packet prepared for use in ethnic studies courses at the high school and college levels. The packet contains eight components: essays, questions, photographs, drama, games, chronology, maps, and bibliography. A collection of 3 essays examines lakol wicohan'', the Lakota Way or perspective on life; the first essay traces changes in the Lakota culture over the past 100 years, and the second and third essays provide a brief introduction to Lakota literature and music. A six-page pamphlet contains discussion questions related to the essays. A Gallery'' contains 11 black and white photographs of Sioux chiefs and leaders and quotations from their speeches and writings. A Vision'' (Hanblechya) is a libretto in two acts based on a Sioux story and song; a soundsheet accompanies the libretto. A booklet of three maps shows Sioux migration patterns and territorial boundaries from 1660 to the present. A bibliography of 100 annotated entries lists print materials treating Sioux Indian history and culture. Other items in the packet are Indian Games'', describing 5 American Indian games, and a chronology (in English and Lakota) of 40 dates in Sioux history from 1742, when the first white men arrived in the Black Hills, to 1953. (Author/JH)

ED 186 182 RC 012 013

*Noether, Lauren, Ed. LaFromboise, Mary Ellen, Ed.*
**Sta-Ai-Tsi-Nix-Sin: Ghost Stories. Blackfeet Heritage Program: Browning.**
Browning School District 9, Mont.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-41p.; For related documents, see RC 011 957-060 and RC 012 010-013
Pub Type- Collected Works - General (020) - Creative Works (030) - Historical Materials (060)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*American Indian Culture, *American Indian Literature, American Indian Reservations, American Indians, Childrens Literature, Cultural Background, *Folk Culture, *Legends, Oral History, Story Telling, Tribes
Identifiers-*Blackfeet (Tribe), Blackfeet Indian Reservation, Ethnic Heritage Studies Program, *Ghost Stories

Ghost stories are universal. They are told and heard in different cultures throughout the world. They generally center around an incident or experience that is true, but that cannot be explained as an everyday occurence. True but unexplained experiences on the Blackfeet Reservation are told and retold in the winter months. In contemporary Blackfeet life these ghost stories are told primarily for entertainment and to some degree for social control. In an historic setting ghost stories were also told to reinforce Blackfeet religious beliefs, to explain events that were forewarned, and to link the known with the unknown. Those familiar with the traditional Blackfeet way of life and way of perceiving the world and universe will recognize the stories in this collection as remnants of those traditions a part of Blackfeet culture that is still intact. Selections include Marias River Ghost,'' The Disappearing Paint,'' and The Ghost of Big Nose,'' by Tom Found a Gun; Berry Eater or Min-I-Yah,'' by Dave Wells; Experience At Writing On Stone'' by William Big Spring; The Warrior Left to Die'' by Francis Potts; Blue Gray Blaze,'' Ghost of Big Crow,'' and The Ghost Ride'' by Mike Swims Under; How Four Children Got Their Names'' and Sun Calf'' by Annie Short Robe Running Crane; and Ghost of Black Butte'' by Louie Fish. (Author/NEC)

ED 186 201 RC 012 035

*Pinto, Bryceson, Comp.*

**Zuni Alternative Learning Program.**

Pub Date-80
Note-23p.; Prepared and sponsored by the Zuni Cultural Program and the Zuni Tribal Program.
Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*American Indian Education, American Indian Studies, Cultural Education, Curriculum, Evening Programs, Field Trips, *Individualized Instruction, *Nontraditional Education, Reading Achievement, Secondary Education, *Secondary Schools, Small Schools, Summer Programs, Teacher Attitudes, *Teacher Developed Materials
Identifiers-New Mexico, *Zuni (Pueblo)

Begun in August, 1976, the Zuni Alternative Learning Program for junior high school and high school students not attending school anywhere else focuses on reading, writing, verbal and non-verbal expression in a multicultural setting, computational skills, Zuni culture, and practical skills. The program offers courses which meet the minimum standards of the New Mexico State Department of Education in the areas of language arts, reading, social studies, mathematics, science, arts and crafts, practical arts, and physical education. New Mexico-certified teachers provide highly individualized instruction in small classes for the 70-80 students, who enter the program by choice or referral from Zuni High School. Credits earned are accumulated for graduation and students meeting state high school graduation requirements receive the Zuni High School diploma. The program includes field trips, night classes, and a summer program which provides more extended travel and learning opportunities. Appendices include a statement of purpose and philosophy, brief descriptions of 10 programs within the Zuni Division of Education, and a list of Zuni books available to the Zuni community and local schools. (SB)

ED 186 251 SE 030 630

*Banathy, Bela H. And Others*

**The Institutionalization of Environmental Education in the Formal Education Sector: A Generic Model.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date-Sep 79

Grant-G007802598

Note-101p.; Contains occasional marginal legibility in Tables and Figures. For related document, see SE 030 629.

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Conservation Education, Curriculum Development, *Educational Assessment, *Educational Change, *Educational Innovation, *Educational Policy, Elementary Secondary Education, *Environmental Education, Information Dissemination, Models, Planning, *Public Policy

This generic model is intended to provide a rationale and conceptual basis for thinking about and understanding the institutionalization of environmental education. To achieve this purpose, the document: (1) broadly defines EE; (2) presents a systems view of formalized education; (3) presents a view of EE contextualized in the formal education setting; (4) discusses the process of institutionalized change in education; (5) characterizes a generic model of institutionalized environmental education; and (6) presents basic elements of a system for institutionalizing environmental education. (Author/RE)

ED 186 276 SE 030 755

*Vaughan, Herbert E. Szabo, Steven*

**A Vector Approach to Euclidean Geometry: Vector Spaces and Affine Geometry, Volume 1. Teacher's Edition.**

Illinois Univ., Urbana. Committee on School Mathematics.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-71
Note-1,079p.; For related document, see SE 030 756. Not available in hard copy due to small print throughout entire document.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.**
Descriptors-Geometric Concepts, *Geometry, Instructional Materials, *Mathematics Curriculum, *Mathematics Instruction, Plane Geometry, Secondary Education, *Secondary School Mathematics, Solid Geometry, *Teaching Guides, Tests, Textbooks, Trigonometry
Identifiers-*Vectors (Mathematics)

This is the teacher's edition of a text for the first year of a two-year high school geometry course. The course bases plane and solid geometry and trigonometry on the fact that the translations of a Euclidean space constitute a vector space which has an inner product. Volume 1 deals largely with affine geometry, and the notion of dimension is introduced only in the last chapter. The principal geometric topics of this volume are parallelism of lines and planes, and ratios. This makes possible a good deal of the geometry of triangles and quadrilaterals. This commentary contains answers to all problems, sample quizzes, chapter tests, suggestions on teaching the texts, and a great deal of mathematical and logical background material which has proved helpful in orienting teachers. (Author/MK)

ED 186 315 SO 012 549

**The Energy Dome. Social Studies Packet-Grades 4, 5, 6.**

National Science Teachers Association, Washington, D.C.
Spons Agency-Department of Energy, Washington, D.C.; Office of Consumer Affairs, Washington, D.C.
Report NO.-DOE/CA/06083-03
Pub Date-Apr 80
Contract-EC-77-C-01-6083
Note-106p.; For a related document, see SO 012 550.
Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Class Activities, Decision Making Skills, Elementary Education, *Energy, *Energy Conservation, Fuel Consumption, Fuels, Grade 4, Grade 5, Grade 6, Intermediate Grades, Lesson Plans, Natural Resources, Plastics, *Social Studies, Teaching Guides, Units of Study

This teacher's guide contains a unit of study for teaching about energy in grades four, five, and six. The guide is self-contained and includes the fact sheets students need to work out the activity problems. The unit is organized around the theme of the domed athletic stadium. The students begin by surveying the energy it takes to travel from their homes to the stadium and to operate all the machines that heat, cool, and light the huge arena. These energy users are then related to the sources from which the energy is refined or processed. After students discover the great variety of direct uses of energy and the growth in the demand for more fossil fuel based power, they turn to a study of different indirect uses of oil for which the plastics industry serves as an example. Artificial turf provides the organizer for this section as students study the processing steps involved in making it. The impact of the gap between U.S. consumption and production of oil and natural gas is explored in a puzzle-like activity which provides students with data and requires that they make personal decisions about conserving our increasingly limited supplies of oil and natural gas. In a concluding unit, students use a set of fact sheets on three alternative energy sources for the future and are asked to make a decision about using high-cost fuel to heat a stadium. Teacher background information on energy is also included in the guide. (Author/RM)

*Tharu, Susie*

**The Person and the Process in the Product; a Focus on the Teaching of Writing.**

Central Inst. of English and Foreign Languages, Hyderbad (India).
Pub Date-74
Note-12p.
Journal Cit-CIEFL Bulletin; v10 p36-46 1974
Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052) - Journal Articles (080)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Elementary Secondary Education, *English (Second Language), Expressive Language, Language Experience Approach, *Language Usage, *Second Language Instruction, Second Language Learning, *Student Experience, Teacher Role, *Teaching Methods, *Writing Instruction, *Writing Skills

A method is described for teaching writing to students for whom English is nearly a first'' language by virtue of the nature and circumstances of their use of it. The basic tenet of the approach is that the student can only learn to write well if he has a belief in himself and in the value of his own responses. To write well, the student must grapple with aspects of the language in direct relation to what he has to say. The writer is directed to express feeling and thought on a level of actual experience, not an abstract one. The teacher can help by: (1) suggesting ways to select and order the experiences of the student, and (2) discussing his use of the language in relation to his content. Traditional prescriptive models of writing are concerned with the initial set of rules of the language and with the end product. However, this approach is concerned with the personal and social functions of language as well as with the selection, ordering, and extension of experience and language. Samples and analyses of student writing illustrate the point. (PMJ)

**A National Resource. Historically Black Public Colleges and Universities.**

Office for Advancement of Public Negro Colleges, Washington, D.C.
Pub Date-Feb 80
Note-28p.
Available from-Office for Advancement of Public Negro Colleges, Suite 710, One Dupont Circle, NW, Washington, DC 20036 (free)
Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Access to Education, *Black Colleges, *Black Students, College Curriculum, College Presidents, *College Role, Comparative Analysis, De Facto Segregation, Educational History, Enrollment, Fees, Graduate Study, Higher Education, *Institutional Characteristics, Intellectual Disciplines, Land Grant Universities, Majors (Students), Minority Groups, Public Education, *State Colleges, Statistical Analysis, *Student Costs, Student Teacher Ratio, Tuition, Undergraduate Study
Identifiers-*Office for Advancement of Public Negro Colleges

This brochure gives basic information and discusses the salient characteristics of historically black colleges and universities in the United States. Thirty-five institutions are included in this category, primarily in the southern states. The history of the colleges, as a group, is briefly given, and these topics are addressed: low-tuition access, alumni, curriculum offerings, special programs, accreditation, research, community service, international programs, faculty, libraries, finance, and the role of the Office for Advancement of Public Negro Colleges. Charts give data on the institutions: year of founding, 1978-79 enrollment, faculty-student ratio, 1978-79 in-state tuition, 1978-79 out-of-state tuition, room and board rates, the president or chancellor's name, and the majors offered at undergraduate and graduate levels. A brief list of references is included. (MSE)

ED 185 955 HE 012 680

**Final Report of Technical Assistance Provided to Guarantee Agencies with Recommendations for Further Improving Program Performance.**

Touche Ross and Co., Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-1 Oct 79
Contract-300-77-0486
Note-92p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Accounting, Compliance (Legal), Computer Oriented Programs, Consultation Programs, Data Processing, Federal Legislation, Higher Education, *Loan Repayment, *Management Information Systems, Models, Organizations (Groups), Professional Services, *Program Administration, Program Evaluation, Program Implementation, Program Improvement, State Agencies, Student Financial Aid, *Student Loan Programs, *Technical Assistance

Technical assistance provided to loan guarantee agencies by Touche Ross and Co. under contract to the U.S. Office of Education (OE) is described. Objectives of the report are: to summarize the work performed and the results of each of the projects that were conducted; to describe certain prototype systems that were developed for the guarantee agencies; and to present recommendations to further improve program performance. Touche Ross and Co.'s services were sought to help OE meet the requirements of Section 421(c) of the 1976 Amendments to the Higher Education Act. Phase One, data collection and analysis at each existing guarantee agency, was conducted in 1977-78. The company accomplished 32 projects for 29 recipients in Phase Two. These recipients included state guarantee agencies, nonprofit corporations, state organizations, and the United Student Aid Funds. Technical assistance included: development of an accounting system; development of EDP systems user requirements and other EDP planning assistance; operations reviews; preparation of the policies and procedures for lender and school compliance programs; assistance in evaluating alternative approaches for nonagency states; and assistance in developing the plans for implementing a guarantee agency. Summaries of major technical assistance projects for 19 states are appended. (SW)

ED 186 063 JC 800 226

*Schmeltekopf, Donald D., Ed. Rassweiler, Anne D., Ed.*

**Challenges before the Humanities in Community Colleges: Review and Proceedings of the Community College Humanities Association (National Planning Workshop).**

Community Coll. Humanities Assoc., Cranford, N.J.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-80

Note-92p.

Available from-Community College Humanities Association, Union College, 1033 Springfield Ave., Cranford, NJ ($4.00)

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Community Colleges, Community Education, *Curriculum Development, Curriculum Research, Educational Trends, Financial Support, *Humanities, *Humanities Instruction, Individual Development, *Organizational Objectives, *Professional Associations, Relevance (Education), Two Year Colleges, Vocational Education, Workshops

Identifiers-*Community College Humanities Association

This two-part report contains the papers delivered at a national planning workshop conducted by the Community College Humanities Association (CCHA) in October 1979 to analyze the role of the humanities at the community college, as well as the report of the inaugural conference of the CCHA. Part I begins with Donald Schmeltekopf's presidential address describing the objectives of the CCHA, which is followed by a report outlining the activities and recommendations of the workshop. This section also includes: (1) Theodore Rabb's discussion of CCHA's national responsibilities; (2) Jonathan Daube's examination of the role of the humanities in individual development; (3) Arthur Cohen's review of research on humanities education conducted by the Center for the Study of Community Colleges; (4) Myron Marty's suggestions for vocational curriculum development; (5) Harold Cantor's analysis of trends in humanities curriculum and instruction; (6) Diane Eisenberg's description of humanities-oriented community forums; and (7) Brent Johnson's recommendations for strengthening the humanities through the development of financial support at county, state, and national levels. Part II includes, in addition to the minutes of the inaugural conference itself, further discussions of humanities education by James M. Banner, Jr. and Richard A. Beauchamp and a report of the November 1979 National Assembly of the American Association of Community and Junior Colleges. (JP)

ED 186 082 JC 800 283

*Gilbert, Fontelle*
American Association of Community and Junior Colleges, Washington, D.C.
Pub Date-Mar 80
Note-27p.
Pub Type- Reports - Descriptive (141) - Reference Materials (130)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Adult Education, Adult Students, College Administration, College Faculty, *College Programs, Community Colleges, Community Education, Disabilities, *Educational Finance, *Educational Trends, *Enrollment Trends, Governing Boards, Majors (Students), Part Time Students, Private Colleges, *Student Characteristics, Student Costs, Student Educational Objectives, Student Financial Aid, Teacher Employment, Technical Institutes, Transfer Programs, Tuition, *Two Year Colleges, Two Year College Students, Vocational Education

Based on data from a variety of sources, these 12 fact sheets summarize current enrollment, instructional, and administrative trends at the existing 1,230 public and private two-year colleges. A general profile of the colleges is first presented, focusing on the number and type of institutions, enrollment, student characteristics, number of faculty, tuition, and types of programs offered. This is followed by more specific examinations of: (1) enrollment trends since 1965 and projections into the 1980's; (2) student characteristics, including age, sex, occupational status, income, and ethnicity; (3) patterns of student mobility, college majors, and educational goals; (4) tuition and student financial aid; (5) the respective roles of vocational, transfer, and community education in the two-year college curriculum; (6) characteristics, salaries, and tenure status of full-time and part-time faculty; (7) the anticipated employment outlook for two-year college instructors; (8) the demand for adult, life-long learning; (9) the characteristics and educational objectives of adult students; (10) the characteristics and roles of administrators and governing boards, and trends in governance; and (11) sources of community college revenue and institutional budget allocations. Each section includes a list of references and sources of information. (JP)

ED 186 333 SO 012 575

*Halliwell, Gail And Others*
**Adults Interacting: An Open Framework Approach. Curriculum Paper.**
Queensland Dept. of Education, Brisbane (Australia).
Pub Date-79
Note-29p.; Not available from EDRS in paper copy due to small print type of original document.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Adult Education, *Adults, Cartoons, *Cooperation, Educational Needs, *Educational Objectives, Elementary Secondary Education, *Inservice Education, *Interaction Process Analysis, Learning Activities, Parent Teacher Cooperation, Student Teacher Relationship, Teacher Education, Teacher Role, Teaching Methods

Strategies for encouraging positive interaction among adults are suggested. The objective is to help teachers and other adults who work with children to interact in more meaningful ways with other adults including teachers, parents, school volunteers, classroom visitors, and community members. Strategies are presented in five topical areas: 1) introducing interaction techniques, 2) recognizing silent signals, 3) setting aside classroom time for interacting, 4) encouraging interaction among adults involved in educating young children, and 5) improving written communications between teachers and parents regarding children's progress in school. Illustrations for each topic are presented in the form of cartoons and/or graphics. Adults participating in the interaction activities are directed to analyze various types of interactions, suggest ways in which specific types of interactions could be made more positive, identify non-verbal messages conveyed in a variety of ways including posture and facial expression, develop planning schedules which allot varying amounts of time to interacting activities, explain to parents and volunteers what is expected of them as class helpers during a simulated parent-teacher interview, and write a variety of model letters to parents and other adults who might be encountered in an educational setting. (DB)

ED 186 351 SP 014 434

*Spinks, Warwick*

**Evaluation in the Development of Instruction in Physical Education (or Can the Cripple Survive?).**

Pub Date- 76
Note-50p.
Pub Type- Reports - Evaluative (142) - Information Analyses (070)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Cognitive Development, *Educational Objectives, Evaluation Methods, Individual Development, *Physical Education, *Program Evaluation, Psychomotor Objectives, Relevance (Education), *Self Evaluation (Individuals), Skill Development, Student Attitudes, *Teacher Evaluation, Teaching Methods

The need for ongoing evaluation of physical education programs in the context of the total school curriculum is discussed, and the following objectives of physical education are identified: 1) development of attitudes toward physical activity based on individual student needs; 2) experience in physical ability; 3) knowledge about physical ability; 4) understanding the role of physical activity in society; and 5) knowledge about the connection between physical activity and learning processes. A model evaluation instrument based on these criteria is presented which integrates teacher evaluation, students' self-evaluation, and peer evaluation. Emphasis is placed on evaluation of students on an individual basis. (JD)

ED 186 378 SP 015 837

*Hosford, Philip L. Martin, Jeanette V.*

**Historical Analysis of Videotape Usage in Predicting Teacher Effectiveness. A Presentation in the College of Education Dialogue Series.**

New Mexico State Univ., Las Cruces.

Pub Date-19 Feb 80

Note-27p.

Pub Type- Information Analyses (070) - Tests/Questionnaires (160) - Non-Print Media (100)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Academic Achievement, Behavior Patterns, Educational Research, *Evaluation Methods, Interaction, *Observation, Student Teacher Relationship, Teacher Behavior, *Teacher Effectiveness, *Teacher Evaluation, *Videotape Recordings

A review of past methods of observing teacher behavior is presented, with comment on the relative effectiveness of each method provided. A research model using videotape recording of teachers' in-classroom behavior is suggested, and information given concerning the current use of similar methods of observation. (LH)

ED 185 861 FL 011 362

*Kraut, Alan G. Smothergill, Daniel W.*
**Semantic Encoding in Children: A New Method of Investigation.**
Pub Date-Apr 80
Note-11p.: Paper presented at the annual meeting of the American Educational Research Association (Boston, MA, April 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Child Language, Children, *Cognitive Processes, Language Acquisition, *Language Processing, *Language Research, Psycholinguistics, *Research Methodology, *Semantics, *Visual Stimuli
Identifiers-*Encoding (Psychological)

A familiarization procedure was used in two experiments investigating word encoding in second and sixth graders. Previous studies using release from proactive inhibition had indicated that developmental changes on some encoding dimensions occur during this period. It is argued that the dependence of release from proactive inhibition on deliberate recall decreases its pertinence to the process of encoding. In the experiments, 20 second graders and 20 sixth graders were individually familiarized to a single semantic category. In experiment 1, the children were exposed to either a series of animial names or words designating body parts. In experiment 2, these categories were replaced with positive and negative words. A two-choice reaction time task followed familiarization. The targets for the task were two words: an animal name and a body part name for experiment 1, and a positive and a negative word for experiment 2. In both experiments, children of both age groups responded faster to the word from the familiarized category than to the novel word. Experiment 1 confirmed previous findings that the taxonomic classes animals and body parts are encoded by children, while experiment 2 revealed that children also encode the evaluative connotation of words, a finding that had previously emerged only inconsistently. (Author/JB)

ED 185 917 HE 012 599

*Webster, David S.*

**A Brief History and Critique of Published Ratings of Graduate School Departments.**

Pub Date-77
Note-25p.; Best copy available.
Pub Type- Reports - Evaluative (142) - Opinion Papers (120)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Academic Libraries, College Environment, College Faculty, College Students, Comparative Analysis, *Departments, Doctoral Programs, *Educational Quality, Educational Resources, Evaluation Criteria, *Evaluation Methods, Full Time Students, Grades (Scholastic), *Graduate Study, Intellectual Disciplines, Job Placement, Masters Programs, *Program Evaluation, Rating Scales, Reading Habits, Student Characteristics, Student Employment, Student Teacher Relationship, Teacher Characteristics

Three commonly used methodologies for ranking undergraduate and graduate colleges and programs are compared and evaluated. The first is that of Jack Gourman. It uses a scoring system similar to that of the College Board Examinations with scores from 200 to 800, assigned in two areas: one for the strength of academic departments, and one for important nondepartmental features of the institution. The second, devised by Beverley Hurlbert, has been used only in anthropology. It uses exchange theory, wherein the relative status of people or groups is measured by their patterns of personal interaction. The third methodology uses the ratings of experts, collated to produce a single final rating. These are called the (Allan) Cartter and Roose-Andersen studies. Each methodology is explained and criticized. It is concluded that the best way to evaluate and rank academic departments would be to create a rating system that is at the same time more objective and more subjective than existing methods. Objective ratings would include those of faculty degrees, honors, and publications; student quality as measured by undergraduate school and grades; proportion of students that are enrolled full-time; faculty-student contact hours; student job placement; library resources and accessibility; and others. Subjective measurements would include number and quality of student interactions; student reading habits in the field of study; field-related campus resources outside the department; and stimulation of the departmental ambiance. A bibliography is included. (MSE)

ED 185 977 IR 008 305

*Schumann, Wolfgang Schwarz, Gerhard*

**The Development of the National Library System on the Basis of the German Democratic Republic's Social Development.**

Pub Date-Aug 79
Note-32p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). Best copy available.
Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Development, Foreign Countries, *History, Library Cooperation, *Library Networks, National Libraries, *Organization, Socialism
Identifiers-*East Germany

This historical review considers the rise of the German Democratic Republic's (GDR) system of libraries since its inception in 1945. Sections detail the following: (1) background; (2) tasks of the state organs in the development of the library network, with attention to legislation, planning, and management of the system; (3) role of the GDR Library Association; (4) structure of the library system, and the types and networks of libraries; (5) socialist cooperation and coordination within the library system; and (6) information and documentation services. Final remarks cover the compliance of the GDR library network with the goals of the National Information System of UNESCO (NATIS) and those stated in the Charter of the Book.'' (FM)

ED 185 999 IR 008 331

*Stankiewicz, W.*

**The Problems of Acquisition of Library Collections in Poland.**

Pub Date-Aug 79

Note-14p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). Best copy available.

Pub Type- Reports - General (140) - Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Centralization, Decentralization, Foreign Countries, History, *Library Acquisition, *Library Collections, Library Networks, National Libraries, *Problems

Identifiers-*Poland

This discussion of the difficulties Poland faces in acquiring materials for its libraries' collections centers on four aspects: (1) historical background, (2) publishing output versus acquisition of collections, (3) decentralization of acquisition as the basis for distribution of collection in Poland, and (4) centralization of information about collections. The paper stresses the importance of a national library in solving acquisition problems. (FM)

ED 186 024 IR 008 390

*Nix, C. Jerome And Others*

**Low-Cost Terminal Alternative for Learning Center Managers. Final Report.**

McDonnell Douglas Astronautics Co. - East, St. Louis, Mo.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.
Report NO.-AFHRL-TR-79-77
Pub Date-Feb 80
Contract-F33615-78-C-0037
Note-23p.
Available from-National Technical Information Service, Springfield, VA 22151
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Computer Assisted Instruction, *Computers, *Cost Effectiveness, *Input Output Devices, *Military Training, Systems Analysis, *Technical Education
Identifiers-Computer Software

This study established the feasibility of replacing high performance and relatively expensive computer terminals with less expensive ones adequate for supporting specific tasks of Advanced Instructional System (AIS) at Lowry AFB, Colorado. Surveys of user requirements and available devices were conducted and the results used in a system analysis. The results of the analysis formed the basis for determining the detailed hardware requirements and subsequent hardware selection, procurement, and installation. Additionally, the software modifications necessary to accommodate the new hardware were made and the resultant total system was evaluated in an operational training environment. (Author)

ED 186 125 PS 011 412

*Hewes, Dorothy W.*

**The Froebelian Kindergarten as an International Movement.**

Pub Date-Jan 80

Note-7p.; Paper presented at the International Congress on Early Childhood Education: A Challenge for the Educator (Tel Aviv, Israel, January 6-10, 1980).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Early Childhood Education, *Educational Development, *Educational History, Educational Principles, Foreign Countries, Global Approach, Hebrew, Infants, *International Programs, *Kindergarten

Identifiers-*Froebel (Friedrich), Israel

This paper presents an overview of the educational principles of Friedrich Froebel and indicates how the Froebelian approach was introduced into Israel. The modern aspects of Froebel's ideas are emphasized as well as scientistic distortions in their implementation. Recommendations to practitioners for improving early childhood education are provided. (RH)

ED 186 146 PS 011 443

# Child Development Associate. Administration for Early Childhood Programs.

Eastern Oklahoma State Coll., Wilburton.; Oklahoma Child Development Associate Policy Advisory Council, Midwest City.; Oscar Rose Junior Coll., Midwest City, Okla.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date- 76
Grant-DHEW-OCD-6-C-15
Note-91p.; For related documents, see PS 011 430-442 and PS 011 444-447.
Pub Type- Guides - Non-Classroom (055) - Reference Materials (130) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Administrator Role, *Child Caregivers, *Competency Based Teacher Education, Day Care, Early Childhood Education, Evaluation, Learning Activities, Personnel Management, Postsecondary Education, *Preschool Teachers, *Program Administration, *Training
Identifiers-*CDA, Child Development Associate

The purpose of this Child Development Associate (CDA) training module, one in a series of 18, is to provide the CDA intern with the knowledge and skills necessary for the administration of early childhood programs. The module stipulates competency-based objectives and provides essential information, suggestions, examples and learning activities on topics related to the objectives. These topics are the establishment of a program for young children, operation of a program, development of a policy and procedure manual, and evaluation. Also included is an annotated list of books concerning administration for early childhood programs. (MP)

ED 186 224 SE 030 442

*Berg, Milton E. And Others*

**Programed Brief Course in Mathematics for Elementary School Teachers. Preliminary Edition.**

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-65

Note-399p.; Contains occasional light type.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC16 Plus Postage.**

Descriptors-Elementary Education, Elementary School Mathematics, *Elementary School Teachers, Geometric Concepts, Inservice Education, *Mathematics Education, Mathematics Teachers, Measurement, Number Concepts, Programed Instruction, *Programed Instructional Materials, Ratios (Mathematics), *Teacher Education, *Textbooks

Identifiers-*School Mathematics Study Group

This programed course was developed for use with elementary school teachers who are trying to improve their competence in mathematics. The thirty chapters include: Pre-number Ideas; Whole Numbers; An Introduction to Geometry: Points, Lines, and Planes; Factors and Primes; Introducing Rational Numbers; Measure of Area; and The Real Numbers. (MK)

ED 186 297 SO 012 475

**Media Catalog: South Asian Studies. 1979-1980.**

Kansas State Univ., Manhattan. South Asia Media Center.
Pub Date-80
Note-31p.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Annotated Bibliographies, *Asian Studies, Audiotape Recordings, *Audiovisual Aids, Economics, Elementary Secondary Education, Films, Filmstrips, *Foreign Countries, Higher Education, Islamic Culture, *Non Western Civilization, Politics, Realia, Religion, Slides, Videotape Recordings
Identifiers-Afghanistan, China (Tibet), Hinduism, India

The bibliography lists and annotates 111 multimedia teaching aids for instruction in South Asian Studies at the elementary, secondary, and collegiate levels. The collection listed is housed in the South Asia Media Center at Kansas State University in Manhattan, Kansas. Topics covered include the culture, economics, daily life, politics, religion, important figures, geography, and art of South Asian countries such as India, Afghanistan, Bangladesh, Pakistan, Tibet, and Nepal. Materials are organized according to type of media such as films, videocassettes, sound filmstrips, silent filmstrips, filmloops, slide kits, slides and cassettes, multimedia kits, and realia. Each entry, arranged alphabetically by title, includes running time or number of frames, notation of color, date, producer, appropriate educational level, and daily and weekly rental rates. A brief annotation describes the content of the entry. Full ordering information appears in the introduction to the document. Alphabetical and country indices are included. (CK)

ED 185 820 FL 011 212

**An Intermediate-Advanced Level German Refresher Course: Book 3, Part 1.**
Defense Language Inst., Monterey, Calif.
Pub Date-60
Note-196p.; For related documents, see FL 011 209-215.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($3.55 for text, $12.80 for cassettes).
Language-German; English
Pub Type- Books (010) - Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC08 Plus Postage.**
Descriptors-*Audiotape Recordings, *College Second Language Programs, *Communicative Competence (Languages), *Dialogs (Language), *German, Higher Education, Instructional Materials, Language Fluency, Language Skills, Language Tests, Listening Comprehension, Pattern Drills (Language), Pronunciation, *Second Language Instruction

Book three, part one, of an intermediate-advanced level German refresher course for college students is presented. The volume consists of 42 lessons of text material and 42 prerecorded tapes. A typical unit is made up of spontaneous dialogues, substitution drills, and tests. A dialogue for listening is a short conversation between German speakers who did not use scripts and whose speech contains authentic segments of spoken language. A dialogue for memorization is a repetition of the dialogue for listening with an opportunity for students to repeat parts of the dialogue on tape to facilitate memorization of the material. A dialogue for fluency is a further step in facilitating student memorization of the dialogue. A dialogue for listening permits students to hear the original dialogue once again. The students listen to improve pronunciation and to hear the intonation of the native German speakers. The dialogue for participation is an informal checkup. Students test their ability to perform each of the two roles on tape from memory. On the tests at the end of each unit, students are asked to listen and immediately provide a suitable written English translation. (SW)

ED 185 936 HE 012 651

*Daniels, Arlene Kaplan*

**Welcome and Neglect: The Ambiguous Reception of Re-entry Women at a Private, Elite University.**

Northwestern Univ., Evanston, Ill. Program on Women.
Pub Date-Nov 79
Note-73p.; For related documents see HE 012 649-650
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Access to Education, Administrator Attitudes, *Adult Students, Black Students, College Admission, *College Environment, College Students, Educational Opportunities, *Females, Higher Education, Minority Groups, Nontraditional Students, *Part Time Students, Private Colleges, *Reentry Students, *Student College Relationship, Student Needs, Teacher Attitudes, Womens Education
Identifiers-*Elitism, Northwestern University IL

Structural conditions and normative expectations of university life that provide barriers and opportunities to re-entry women as they request admission, enter, and undertake graduate and undergraduate studies in a private, midwestern university were examined. Interviews were conducted with administrators, staff, and professors to elicit their views on the situation of the re-entry woman. Based on the perspective of the staff and administration, the process of recruitment and provision of support services are described. The range of understandings among academics about the responsibility of the university to such special groups as minorities, women, re-entry women, the continuing education student, and the part-time student is documented. Additional considerations are views on the best and brightest students (of any category), general normative and institutional structure (the patterns of deference and demeanor), the professors' desires, and speculations about how this institution would have to change to adapt to a larger number of re-entry students than those currently accepted. Selected comments of respondents are included. (SW)

ED 186 046 IR 008 438

*David, A., Ed. And Others*

**Engineer's Needs for Scientific and Technical Information.**

World Federation of Engineering Organizations, London (England). Committee on Engineering Information.

Spons Agency-United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-79

Note-52p.; Contains some light print.

Available from-Secretariat of WFEO/CEI, Hungarian Federation of Technical and Scientific Societies, H-1055, Kossuth Lajos ter 4/6, Budapest, Hungary.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*Developing Nations, Engineering, *Engineering Education, *Engineers, Global Approach, *Information Needs, Information Retrieval, *Information Utilization

Identifiers-*Scientific and Technical Information

This study has as its main object the formulation of an approach, as global and comprehensive as possible, to the multiple aspects of the engineer's needs for scientific and technical information. The basis of the study is an analysis of the engineer's role, its characteristics, different specialties, levels of training, and categories of functions within the profession, and a typology of information necessary for the engineer is drawn up from this standpoint. This broad evaluation leads to an investigation of methodology. Presently there is a lack of knowledge and consensus in this area which necessitates further study. An analysis of the engineer's information requirements raises three fundamental questions. The first concerns whether in fact the present classification of scientific and technical information is in harmony with the engineer's work, and whether it permits him to obtain the information he needs. The second problem relates to the training of the engineer in the utilization of present and future information means, particularly computers. The third concerns the adaptation of these considerations to third world countries. The study concludes with a synthesis in question form to provide a confrontation of different viewpoints and experiences and allow a choice of possible new studies. (Author/RAA)

JC

ED 186 252 SE 030 632

*Campbell, Richard L. And Others*

**The Effect of Information about Famous Black Scientists on the Closed-Mindedness of Preservice Teachers.**

Pub Date-Apr 80
Note-11p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Attitude Change, Beliefs, *Blacks, College Science, Dogmatism, Educational Research, Higher Education, *Preservice Teacher Education, Science Education, *Science Teachers, Scientists, *Teacher Attitudes

This study provides support for the hypothesis that science process skills instruction and information on Black scientists can alter the belief systems of close-minded individuals. Preservice teachers were assigned to two experimental groups based on their median Rokeach Dogmatism Score, which also served as a pretest. One of the experimental groups was randomly assigned instruction in science process skills, plus information on Black scientists; the other group received instruction in science process skills plus information on various books for elementary children. Upon completion of the experimental instructions, the Rokeach Dogmatism Scale was again administered. Analysis of covariance determined that significant changes occurred in the dogmatism of close-minded subjects after the experimental instructions were completed, with positive difference favoring the group receiving instruction in process skills plus information on famous Black scientists. (Author/CS)

ED 186 277 SE 030 756

*Vaughan, Herbert E. Szabo, Steven*

**A Vector Approach to Euclidean Geometry: Inner Product Spaces, Euclidean Geometry and Trigonometry, Volume 2. Teacher's Edition.**

Illinois Univ., Urbana. Committee on School Mathematics.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-988p.; For related document, see SE 030 755. Not available in hard copy due to small print throughout entire document.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.**
Descriptors-Congruence (Mathematics), Geometric Concepts, *Geometry, Instructional Materials, *Mathematics Curriculum, *Mathematics Instruction, Plane Geometry, Secondary Education, *Secondary School Mathematics, Solid Geometry, *Teaching Guides, Tests, Textbooks, Trigonometry
Identifiers-*Vectors (Mathematics)

This is the teacher's edition of a text for the second year of a two-year high school geometry course. The course bases plane and solid geometry and trigonometry on the fact that the translations of a Euclidean space constitute a vector space which has an inner product. Congruence is a geometric topic reserved for Volume 2. Volume 2 opens with an analysis of basic properties of perpendicularity and distance which leads to the introduction of an inner product of translations and to the development of Euclidean geometry and trigonometry. The basic facts concerning volume-measures of solids are dealt with in an appendix to Volume 2. The commentary contains answers to all exercises and questions raised in the text, sample (or suggested) quizzes, keys to the chapter tests, suggestions to the teacher, and a great deal of mathematical and logical background material which has proved to be helpful in orienting teachers in preparation for teaching the course.

(Author/MK)

*Mazer, Irene R. Griffin, Marjorie*

**Perceived and Experienced Stress of Teachers in a Medium Sized Local School District.**

Pub Date-Apr 80
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Available from-Office of Health Education, Tacoma Public Schools, P.O. Box 1357, Tacoma, WA 98401 (free).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Anxiety, Job Satisfaction, Labor Conditions, Labor Turnover, Locus of Control, Physical Health, *Stress Variables, Teacher Administrator Relationship, Teacher Attendance, *Teacher Morale, Teacher Welfare, *Teaching (Occupation), *Teaching Conditions

A joint committee of a local teachers' association and the Tacoma Public Schools studied stress conditions for classroom teachers. Teachers estimated the magnitude of stress for forty-four events and noted those which they had actually experienced. Involuntary transfer'' was perceived as the most stressful event; seventeen per cent of the teachers reported having been involuntarily transferred during the year of the study. Seventy-five per cent reported having to manage disruptive children,'' an event which ranked fourth in the perceived stress gradings. A moderately high negative correlation (-.51) was found between reported stress-induced exhaustion and days absent; a similiar but positive correlation (.46) was found for exhaustion and the number of stressful events experienced by a given teacher. (Authors/LH)

*Pemberton, S. Macpherson*

**Disestablishment in Ireland: Implications for Catholic Objectives in Higher Education, 1869-1879.**

Pub Date-79
Note-140p.
Available from-University Press of America, Inc., 4710 Auth Place, S.E., Washington, DC 20023 ($7.50)
Pub Type- Historical Materials (060) - Books (010)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-*Catholics, *Church Related Colleges, Church Role, *Educational History, Foreign Countries, *Higher Education, Political Influences, *Religious Factors, Social Influences, *State Church Separation
Identifiers-Anglican Church, *Ireland

The implications of disestablishment for Catholic objectives in higher education in Ireland, 1869-1879, are discussed, and the interrelationship of the questions of Church, land, and university education in Ireland is examined. Attention is directed to the extent to which the force of Ultramontanism, as expressed in the Catholic hierarchy's interpretation of disestablishment, complicated the settlement of the university education question. It is suggested that the agitation of the Roman Catholic hierarchy in Ireland for educational equality following the disestablishment of the Irish Anglican Church was really renewed activity. Disestablishment is used to refer to the dissolving of the connection between Church and State, and the severing of the formal legal ties of the Irish Anglican Church from its sister Church in England. Liberals hoped in this way to promote religious equality and civil justice. Catholic claims for separate denominational education, inconsistent with the liberals' desires, seemed only to be strengthened by disestablishment. Disestablishment involved disendowment or the deprivation of the permanent source of income with which the Church was provided. The Church's source of wealth was land. The view is taken that the interest of the Catholic hierarchy in disestablishment was in the eventual interest of higher education reform. The higher education system in Ireland in this era is considered. (SW)

*Katz, Adolph Rosenbaum, John*

**Degrees and Other Formal Awards Conferred by New Jersey Colleges and Universities, by Major Field of Study, FY 1979. Executive Summary. Research Note 80-1.**

New Jersey State Dept. of Higher Education, Trenton. Office of Research.

Pub Date-Feb 80

Note-8p.; Parts may be marginally legible because of print quality.

Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Associate Degrees, Bachelors Degrees, Community Colleges, Comparative Analysis, *Degrees (Academic), Doctoral Degrees, Educational Demand, *Enrollment Trends, Graduate Study, *Higher Education, Liberal Arts, *Majors (Students), Masters Degrees, Private Colleges, Professional Education, *State Colleges, State Universities, Statistical Analysis, Tables (Data), Undergraduate Study, Vocational Education

Identifiers-*New Jersey, Rutgers the State University NJ

Presented are several data tables, charts, and analyses of trends in degrees awarded in various college majors in New Jersey higher education institutions. Tables show the total degrees awarded at all degree levels (associate, bachelor's, master's, doctoral, and first-professional) in each academic year from 1973-74 through 1978-79; changes in ratios of enrollment to degrees awarded in the higher education sectors (state colleges, community colleges, Rutgers University, and private colleges) since 1973-74; percentages of degrees awarded by level for the sectors, distribution of arts and sciences versus career and occupational degrees; and shifts in popularity of various career and occupational programs since 1973-74. The peak in degrees awarded was in 1976-77, declining slightly in the following years, with the distribution of degrees among levels remaining constant. Enrollment has increased faster than the number of degrees. Further analysis of the data is given. (MSE)

ED 186 103 PS 011 360

*Maxim, George W.*

**Creative Development: Encouraging the Spirit of Wonder and Magic.**

Pub Date-Apr 80

Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Creative Activities, *Creative Expression, *Creative Thinking, Creativity Tests, Fantasy, *Imagination, *Preschool Children, *Teacher Role

Identifiers-Torrance (E Paul)

This paper broadly summarizes research conclusions on the following aspects of creativity: characteristics of the creative behavior of preschool children; specific thinking abilities that account for differences in the degree of creativity from one person to another (fluency, flexibility, originality, and elaboration); general conditions under which creativity seems to flourish in the schools; and ideas for facilitating the child's creative thinking through teacher behavior and planning for classroom activities. (SS)

ED 186 147 PS 011 444

**Child Development Associate. Behavior and Guidance.**

Eastern Oklahoma State Coll., Wilburton.; Oklahoma Child Development Associate Policy Advisory Council, Midwest City.; Oscar Rose Junior Coll., Midwest City, Okla.

Spons Agency-Office of Child Development (DHEW), Washington, D.C.

Pub Date- 76

Grant-DHEW-OCD-6-C-15

Note-127p.; For related documents, see PS 011 430-443 and PS 011 430 445-447.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Reference Materials (130)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-*Child Caregivers, *Classroom Techniques, *Competency Based Teacher Education, Day Care, Early Childhood Education, *Guidance, Learning Activities, Postsecondary Education, *Preschool Teachers, Student Behavior, Teacher Behavior, Teaching Methods, *Training

Identifiers-*CDA, Child Development Associate

The purpose of this Child Development Associate (CDA) training module, one of a series of 18, is to teach trainees methods for guiding children's behavior to foster positive growth and development. Early sections of the module stipulate the module's competency-based objectives, define terms and suggest a procedure by which trainees can evaluate their strengths and weaknesses. Subsequent chapters discuss principles of guidance, techniques of guidance, reasons that guidance techniques may fail, common behavior in children, and ways to structure the environment. The module also provides 12 learning activities for the CDA intern. Reference books, pamphlets, films, filmstrips, cassette tapes, and children's books concerning behavior and guidance are also listed. (MP)

ED 186 165 RC 011 929

*Lionberger, Herbert F. Wong, Tso Sang*

**Linking Roles of Education Assistants in the Missouri Small Farm Family Program at the University Resource Subsystem Client Social System Interface.**

Pub Date-79

Note-48p.; Paper presented at the annual meeting of the Rural Sociological Society (Burlington, VT, August 23-26, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Adult Farmer Education, Agriculture, Attitudes, *Change Agents, Extension Agents, Farmers, Farm Management, Farm Visits, *Land Grant Universities, Nonformal Education, Opinions, *Paraprofessional Personnel, Rural Areas, *Rural Extension, *Surveys

Identifiers-Missouri, *Small Farm Family Program

Growing concern that the Cooperative Extension Service was failing to adequately reach small farmers with education materials through regular extension channels led to the implementation of Missouri's Small Farm Family Program. In this program, education assistants, many of whom are small farmers themselves, link the educational resources of the land grant university with the small farmer in his own social system. In 1977 questionnaires were given to education assistants to determine the personal qualities that have a bearing on the education assistant's capability as an intermediary, and the methods of operation utilized by the assistant. Of the 34 responding, most approximated the characteristics of their clients in 4 respects: sex, age, occupation and educational level. Satisfaction from helping people ranked as the primary source of job motivation; money ranked next to last. The education assistant's relationship with clients was personal, interactive, and empathetic. Visiting and listening were the activities stressed most highly (82%), followed by making clients aware of the help available from regular extension sources and government agencies. Finding people at home, the personal problems of clients, deficiencies in the assistant's own knowledge of how to motivate and work well with people, and lack of concern on the part of the client were some of the difficulties listed. Also listed and evaluated were the types of information obtained from the various university sources. (DS)

ED 186 183 RC 012 016

*Drier, Harry And Others*

**You and the Rural Connection: Answers to Your Questions on Rural Career Guidance.**

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 80

Contract-400-78-00023-Opt. 2

Note-35p.

Available from-National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 ($4.50, Stock No. EC-079)

Pub Type- Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Career Awareness, Career Counseling, *Career Guidance, Elementary Secondary Education, *Guidance Personnel, *Information Needs, Information Networks, *Information Sources, *Rural Schools, Sampling, School Guidance, *Small Schools

Identifiers-*Rural Connection

Samples of the approximately 1,900 requests for information received by the Rural Connection (RC) between September, 1977, and November, 1978, have been selected to give the reader a general idea of the kind of career information requested by guidance counselors in small, rural schools. The requests are organized into two main categories, each with subsections: Career Information (Animal Science; Crafts, Services, and Trades; Mechanics; Forestry and Recreation; Fine Arts and Commercial Arts; Computers, Communications, and Electronics; Engineering and Technology; Helping and Service Vocational and Paraprofessional; Scholarship and Other Forms of Financial Aid; and Miscellany) and Information of Professional Interest to Guidance Counselors (Career Education and Guidance; Specific Topics within the Career Education and Guidance Field; and RC and the Rural American Series''). The source of each sample request is noted, along with the information given in response and any additional action which may have been taken to help the caller. Statistics on the occupational categories of the callers, the kind of request, and how the caller learned of RC are also provided. (SB)

ED 186 202 RC 012 036

*Kuhlman, Natalie A.*

**Writing Level Competencies of Hispanic Students.**

Pub Date-Apr 80
Note-14p.; Position paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Bilingual Students, Comparative Analysis, *Diagnostic Tests, High School Students, *Hispanic Americans, Junior High School Students, Mexican Americans, Secondary Education, *Secondary School Students, Spanish Speaking, *Writing (Composition), *Writing Skills
Identifiers-*Monolingual Students

A pilot study was conducted to identify a viable method for analyzing the distinctive characteristics of the English writing of Hispanic students while retaining the consistency of diagnosis of the holistic method. Forty Hispanic students from the eighth and tenth grades were chosen as subjects. Some were fluent in both languages; others were limited in English with strong Spanish skills. A control group of 48 monolingual English speakers at both grade levels was also included. Subjects were asked to write an essay of one to five paragraphs on a choice of four topics. Analysis of the essays was based on two scoring systems: a holistic system which used a 6-point scale, and an itemized or analytic scoring system that was based on a 12-point scale. The itemized system, developed by the researcher, reflected an emphasis on the structure and organization of the essay with points earned or taken away in such areas as introduction, body, conclusion, syntax, devices, format, and fluency. Eighth grade Hispanic students scored an average of 2.45 on the holistic scale, and the English-speaking students scored an average of 4.05. Tenth grade Hispanics averaged 4.15 compared with 4.60 for the control group. Under the itemized scoring system, eighth grade Hispanics averaged 7.9 compared to the control group's 12.96; tenth grade Hispanics averaged 12.15 compared to the control group's 11.25. Although the holistic scoring system did not provide sufficient information for diagnosing writing skills for Hispanics, it did indicate, however, that the itemized scale had validity in terms of consistency while also providing more specific information for the teacher. (Author/DS)

ED 186 316 SO 012 550

**The Energy Future Today: Grades 7, 8, 9, Social Studies.**
National Science Teachers Association, Washington, D.C.
Spons Agency-Department of Energy, Washington, D.C.; Office of Consumer Affairs, Washington, D.C.
Report NO.-DOE/CA/06083-01
Pub Date-Apr 80
Contract-EC-77-C-01-6083
Note-88p.; For a related document, see SO 012 549.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Class Activities, Decision Making Skills, *Energy, *Energy Conservation, Fuel Consumption, Fuels, Grade 7, Grade 8, Grade 9, Junior High Schools, Lesson Plans, Natural Resources, *Natural Sciences, Secondary Education, *Social Studies, Teaching Guides, Units of Study

This teacher's guide contains a unit of study for teaching about energy in grades seven, eight, and nine. The guide is self-contained and includes the handouts students need to work out the activity problems. The unit is developed around the concepts of shortage, scarcity, tradeoffs, investment, and decision making. Students develop these concepts by examining data from both the social sciences and the natural sciences. By participating in several decision-making activities students develop participatory skills as well as an understanding of the problems involved in energy decisions. The activities in which students are involved are many and varied and include using the newspaper headlines to identify effects of a fuel shortage, using graphs and cartoons to define scarcity, and studying the appeals in advertising slogans to identify some of the ways attitudes are formed toward or away from conservation. The packet is divided into four units each of which contains two or three lessons. It is designed to last approximately two weeks. The unit can be extended if the teacher chooses some of the optional decision-making or research activities. Teacher background information on energy is also provided in the guide. (Author/RM)

ED 186 334 SO 012 576

*Hillery, Mable A. Simmons, Patricia M.*

**A Guide to the Use of Street/Folk/Musical Games in the Classroom. Volume I, Song-Games.**

Fordham Univ., Bronx, N.Y.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Note-91p.; For related documents, see SO 012 577-578.

Available from-Interdependent Learning Model, Fordham University, Thebaud Hall, Bronx, NY 10458 ($5.00, $2.00 for cassette tapes)

Pub Type- Guides - Classroom - Teacher (052) - Creative Works (030)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Academic Achievement, *Black Culture, Black History, Blacks, Black Students, Childrens Games, *Cultural Education, *Educational Games, Educational Objectives, Elementary Education, *Folk Culture, Models, Music Activities, Physical Development, Skill Development, Social Development, Teaching Methods

Identifiers-Interdependent Learning Model

This teaching guide is the first of three volumes designed to teach Afro-American children street/folk/musical games in the elementary classroom. It is one of the Interdependent Learning Models (ILM) whose overall objective is for teachers to use the cultures of their students as vehicles for teaching academic skills and content. This volume focuses on ten traditional folk and clapping and chanting games. An introduction offers an historical overview of games, the definition of folk and street games, and a rationale for using games in the classroom which explains the effects on learning, attention, self-concept, and physical development, as well as benefits for teachers and schools. The second chapter defines the games as Transactional Instructional Games (TIGs), lists distinguishing features of TIGs, suggests teaching methods, and offers an implementation checklist. The ten games follow: Frog in the Bucket, Stick Out, Bobbing Needle, See Aunt Dinah, Emma You My Darling, Chicken and a Chicken, Skip to the Barbershop, Johnny Cuckoo, Little Jonny Brown, and Riley. For each game background information, lyrics, directions for action/movements, and learning objectives relating to academic, physical, and social skills are presented. Line drawings illustrate the actions when necessary. All games are for groups, stress singing and clapping in rhythm, and are non-competitive. A tape cassette, available from ILM, records a group of children with a teacher singing and clapping the songs. (CK)

ED 186 352 SP 014 971

*Quoyeser, Isabella And Others*

**A Module of Instruction for Principals and Teachers Multicultural.**

Pub Date-80

Note-45p.

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Black Culture, *Cultural Differences, Equal Education, *Group Discussion, Hispanic American Culture, Mexican Americans, Minority Groups, *Multicultural Education, Principals, *Protocol Materials, *Teacher Attitudes, *Teacher Education, Teaching Methods

This module is designed for teachers and school administrators who wish to broaden their understanding of cultural differences in the classroom and improve their ability to teach in a multi-cultural milieu. The first part of the module provides the means by which individuals can examine their knowledge of Black and Mexican American cultures, as well as their personal attitudes toward cultural differences in general. Group and individual activities are outlined. Specific information is included on obtaining texts and audiovisual materials with which to augment the suggested learning sessions. (JD)

ED 185 956 HE 012 682

**Study of the Impact of the Middle Income Student Assistance Act (MISAA). Final Report.**

Applied Management Sciences, Inc., Silver Spring, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-31 Mar 80

Contract-300-79-0437
Note-118p.; Ten pages of the appendix may not reproduce clearly because of colored background.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-*College Students, Educational Legislation, *Federal Aid, Higher Education, *Middle Class Students, Needs Assessment, Program Evaluation, *School Surveys, *Student Financial Aid
Identifiers-*Middle Income Student Assistance Act

The impact of the Middle Income Student Assistance Act (MISAA) on the distribution of financial aid to middle income students was assessed. A group of 172 colleges and universities that participated in a baseline study prior to the introduction of MISAA plus three additional schools were studied. Only a subset of the original student sample was recontacted. Data collection efforts consisted of a student questionnaire, a record review, and financial aid officer interviews. Study questions included the following: (1) Has the middle income student benefited from MISAA? (2) Has MISAA affected students' applying for financial aid and their resulting access to such assistance? (3) What effect has the retargeting had upon the original beneficiaries of the Basic Grant program (the low income students)? (4) How has MISAA affected the distributional relationships between and among the various federal aid programs and other sources of student support? (5) What effect has MISAA had upon institutional distributive patterns? A description of institutional student sampling procedures and sample data collection instruments and student followup letters are appended. (SW)

ED 185 978 IR 008 306

*Serov, V. V.*

**Library Legislation in the Socialist Countries.**

Pub Date-Aug 79

Note-13p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). For related documents, see IR 008 306, IR 008 309-312, IR 008 326, IR 008 341, IR 008 352, IR 008 359, IR 008 369 and IR 008 371. Best copy available.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Centralization, *Communism, Community Planning, Foreign Countries, *Legislation, Libraries, Library Networks, Library Planning, *Socialism, *Social Planning, Statewide Planning

Identifiers-*State Planning, USSR

Following the principle of planned development for all phases of economic and cultural institutions, library planning and the resultant library legislation in socialist countries emanates from the supreme legislative authority of the state. Historically, existing legislation derives from the date of establishment of socialist governments. Library legislation changes in accord with tasks society imposes on libraries and reflects the government's concern for the development of libraries and the raising of their role in society. A regular component of long range planning, such legislation is most frequently developed in the form of five year plans which acquire the validity of law upon implementation. Library laws derive from the specific conditions of a country, its cultural features, and these traits of socialist librarianship: (1) libraries are important ideological and information institutions which promote education in general, communistic education of the working people, dissemination of scientific Marxist-Leninist ideology and the achievements of science and technology; (2) the state system of library service is available to all in a library network evenly distributed throughout the country; (3) the overwhelming majority of libraries are subsidized and centrally directed by the state; and (4) broad sections of the working people are active participants in the establishment and use of libraries. (RAA)

ED 186 000 IR 008 332

*Dahl, Mogens*
**Social Science Data Bases and Data Banks in the Nordic Countries.**
Pub Date-Aug 79
Note-9p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Data Bases, Foreign Countries, *Information Services, International Programs, Policy Formation, *Social Sciences
Identifiers-*Scandinavia

The author's comments and questions about an earlier study by NORDINFO (Nordic Council for Scientific Information) of databases and data banks in Denmark, Finland, Norway, and Sweden are organized into four sections: (1) surveying databases and data banks, (2) approaches to computerized information services, (3) the present state of development in social science databases and data banks, and (4) a brief conclusion. (JD)

ED 186 064 JC 800 227

*Meadows, Robert J.*

**Critiquing the Role of the Community College in Criminal Justice Education: Curriculum Trends and Analysis.**

Pub Date-Apr 80

Note-40p.; Graduate seminar paper, Pepperdine University
Pub Type- Information Analyses (070) - Reports - Descriptive (141)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Associate Degrees, *Community Colleges, *Criminology, *Curriculum Development, Curriculum Problems, Educational Needs, Educational Philosophy, General Education, Interviews, *Law Enforcement, Literature Reviews, *Police Education, Professional Education, Teacher Attitudes, Teacher Qualifications, Teacher Selection, Two Year Colleges, Vocational Education

Based upon a literature review and interviews with selected criminal justice educators, this critique of criminal justice or police education attempts to explore some of the criticisms being leveled against community college criminal justice education and certain issues and trends related to the field that are becoming evident. To place this discussion in context, some of the problems in criminal justice education and its history are summarized first. Then a review of the literature is presented, which considers the philosophy of curriculum development and points to five basic models of police education, i.e., the general education, the criminal justice education as a liberal art, the criminal justice education as professional education, the fusionist criminal justice education, and the police technology as technical or vocational training models. Next, selected trends in criminal justice education are identified, including: (1) the increasingly academic orientation of criminal justice instructors, who had been primarily retired police officers; (2) the slow withdrawal of vocational training from the college classroom; (3) the increasing emphasis on courses stressing written and oral communications; and (4) the advent of non-traditional approaches using field placement and site visitations. Finally, several successful criminal justice programs are identified, as revealed in interviews with selected criminal justice educators. (AYC)

ED 186 126 PS 011 413

*Jamison, Wesley*

**Cross-Classification Approaches to the Study of Developmental Relationships.**

Pub Date-Apr 80

Note-10p.; Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 17-19, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Behavior Patterns, *Classification, *Correlation, Development, Models, *Statistical Analysis, *Tables (Data)

Identifiers-*Cross Classification Approaches

The richness of the information available in cross-classification tables, compared to the information conveyed in the typical correlation coefficient, is emphasized in this paper. The kinds of information to be found in cross-classification tables are described, and several examples of the use of cross-classification patterns in research are provided. Model fitting procedures for determining which of several patterns makes the best fit to a set of data are briefly illustrated. It is argued that analyses based on the identification of specific patterns in the distribution of observations in cross-classification tables provide more information about developmental relationships between tasks than analyses based on the computation of simple measures of statistical association. (Author/MP)

ED 186 225 SE 030 445

*Chinn, William G. And Others*

**Inservice Course for Elementary School Teachers. Special Edition (Preliminary).**

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-65

Note-152p.; For related document, see SE 030 446. Contains light and broken type.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors-Elementary Education, *Elementary School Mathematics, Elementary School Teachers, *Inservice Teacher Education, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Mathematics Teachers, Teacher Education, *Textbooks

Identifiers-*School Mathematics Study Group

This is part one of a two-part SMSG textbook for inservice education of elementary teachers. Part one contains Unit A and 5 chapters of Unit B. Chapter titles of Unit A are: The Mathematics Programs, Grades K-3; Description of Culturally Disadvantaged Children; Language and Mathematical Instruction; and Number Concepts of Disadvantaged Children. The Unit B chapters are: Sets; Comparing Sets; Whole Numbers; Set Operations; and Elements of Geometry. (MK)

*Pal, Anasuya*

**Comparison of Two E.L.T. Procedures An Experiment in Applied Psycholinguistics.**

Central Inst. of English and Foreign Languages, Hyderbad (India).

Pub Date-74
Note-18p.
Journal Cit-CIEFL Bulletin; v10 p47-62 1974
Pub Type- Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Age, *Curriculum Evaluation, Educational Research, *English (Second Language), *Intelligence, Intelligence Differences, Language Proficiency, Pattern Drills (Language), *Psycholinguistics, Reading Comprehension, Secondary Education, *Second Language Instruction, Sex, Socioeconomic Influences, *Teaching Methods
Identifiers-*Evaluative Programs for Innovative Curriculums

Results of an experimental study in India comparing two alternative procedures for teaching the set English text for class IX are examined against the background of the general mental ability, verbal reasoning ability, numerical reasoning ability, and general intelligence of the pupils. Other variables considered in the analysis are sex, age, and socioeconomic background. The two procedures compared are the oral presentation of structural and vocabulary items: (1) independent of the reading passage, and (2) in the context of the passage. Procedure 1 appears to be weighted against pupils with higher general intelligence. Procedure 2 is more effective with students of average general intelligence. This successful method, which relates language drill to actual communicative activity, should be adopted by language instructors since it increases reading comprehension, one of the major tasks of teachers in India. Extensive tables and graphs display all the data obtained in the study. (PMJ)

ED 185 862

FL 011 363

*McDavid, Raven I., Jr.*
**Dialects in Culture: Essays in General Dialectology.**
Pub Date-2 Dec 79
Note-399p.
Available from-The University of Alabama Press, P.O. Box 2877, University, AL 35486 ($22.75).
Pub Type- Books (010) - Collected Works - General (020) - Reports - Research (143)
**Document Not Available from EDRS.**
Descriptors-Applied Linguistics, Book Reviews, *Contrastive Linguistics, Cultural Context, Descriptive Linguistics, *Dialects, *Dialect Studies, *Language Variation, *Sociolinguistics
Identifiers-*Geolinguistics, *Linguistic Atlases, United States

This is a collection of 60 essays on dialectology written in the period from 1942 to 1979. The essays fall into the categories of theoretical, applied, and critical dialectology. Some of the more recent titles include: System and Variety in American English,'' Dialect Differences and Social Differences in an Urban Society,'' Dialectology and the Integration of the Schools,'' Can Linguistics Solve the Composition Problem?'' and Changing Patterns of Southern Dialects.'' Important older titles include Some Principles of American Dialect Study,'' The Relationship of the Speech of the American Negroes to the Speech of Whites,'' Some Social Differences in Pronunciation,'' Dialect Geography and Social Science Problems,'' Dialect Differences and Inter-Group Tensions,'' and A Study in Ethnolinguistics.'' The Linguistic Atlas of New England'' (1952) is included, as are a variety of regional dialect studies. The section on critical dialectology is devoted to 19 reviews of the work of other dialectologists. (JB)

ED 185 918 HE 012 604

**Conference for Women Administrators: Financial Management of Colleges and Universities.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Spons Agency-Ford Foundation, New York, N.Y.

Pub Date- 77

Note-243p.; Prepared in collaboration with the Committee for the Concerns of Women in New England Colleges and Universities.

Available from-National Association of College and University Business Officers, 1 Dupont Circle, Suite 510, Washington, DC 20036.

Pub Type- Guides - Non-Classroom (055) - Collected Works - Proceedings (021) - Non-Print Media (100)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Accounting, Administrators, *Budgeting, Capital Outlay (for Fixed Assets), Case Studies, *College Administration, Colleges, *Conferences, Educational Finance, *Females, *Financial Needs, Financial Policy, Higher Education, *Management Development, Resource Allocation, Scheduling, Universities, Workshops

The process for organizing and conducting a conference of finance and budgeting in higher education is described in this manual designed for use by groups interested in developing successful conferences in their regions. The manual is an outgrowth of a series of conferences sponsored by the Committee for the Concerns of Women in New England Colleges and Universities (CONCERNS) and the Center for Research on Women in Higher Education and the Professions at Wellesley College. These conferences were directed toward women administrators in higher education and were held in 1974, 1975, and 1976. The conferences were intended to provide an opportunity for women in various administrative roles in academic institutions to share their concerns, to improve their administrative skills, and to develop associations with their counterparts in other colleges and universities. The introduction to the manual provides a preface, objectives of the manual, instructions on how to use the manual, and a sample conference schedule. Part Two, Lecture Material,'' provides information on budgeting and fund accounting in colleges and universities. Part Three, Case Material,'' describes how to use case materials, the structure of workshops, and fictitious Persons College case materials, such as budget worksheets, department requests, and priorities committee. Part Four offers information on conference planning and evaluation. Appendices include: women's organizations; visual aid materials, such as transparency originals; and handouts including illustrative exhibits, introduction to fund accounting in higher education, a bibliography, a glossary, and a planning calendar. (LC)

ED 186 025 IR 008 391

*Montgomery, Ann D. Judd, Wilson A.*

**Computer-Assisted Instruction in the Context of the Advanced Instructional System: Authoring Support Software. Final Report.**

McDonnell Douglas Astronautics Co. - East, St. Louis, Mo.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.
Report NO.-AFHRL-TR-79-12
Pub Date-Dec 79
Contract-F33615-78-C-0022
Note-88p.; Parts may not reproduce clearly.
Available from-National Technical Information Service, Springfield, VA 22151
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Computer Assisted Instruction, Computer Managed Instruction, Instructional Design, *Instructional Materials, *Instructional Systems, Man Machine Systems, *Material Development, Program Descriptions
Identifiers-*Authoring Languages, *Computer Software

This report details the design, development, and implementation of computer software to support the cost-effective production of computer assisted instruction (CAI) within the context of the Advanced Instructional System (AIS) located at Lowry Air Force Base. The report supplements the computer managed Air Force technical training that is currently supported by AIS, giving the Air Force a full function computer based instructional system. In describing the interactive authoring editor, presentation program, data collection, and data print software components of the CAI system, this report indicates that the editor simplifies the authoring task by (a) eliminating the need for the author to use a computer language, (b) structuring the task, (c) providing computer-aided input, and (d) providing extensive formatting and editing capabilities. The software also provides conditional and unconditional branching that can be specified from the editor. (Author)

ED 186 083 JC 800 286

*Kramer, Gary L. Winkler, Sandra*
**A Career Counseling Program for a Two Year Technical College.**
Trident Technical Coll., Charleston, S.C.
Pub Date- 80
Note-20p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Career Choice, *Career Guidance, Career Planning, Counselor Role, Counselor Teacher Cooperation, Course Descriptions, Faculty Advisers, *Guidance Centers, *Guidance Programs, Organization, Program Descriptions, Program Design, *Technical Institutes, Two Year Colleges

The Career Development Program was implemented at Trident Technical College (TTC) during the 1979-80 academic year. The program's objectives are to: (1) assist TTC students in identifying and modifying personal beliefs and expectations about themselves as related to the world of work; (2) aid students in narrowing career options and provide them with the resources for career exploration; (3) help students reach career decisions based on identified skills and personal values; and (4) equip students with efficient job-seeking skills. Sections of the Career Development Activity Workbook,'' which is used by the counseling staff in a career development course, correspond to each of these objectives. Achievement of these goals and other outcomes expected of the program is facilitated by a decentralized organization in which individual counselors are assigned to TTC's instructional departments in an effort to improve student access to counselors, to promote frequent contact between counselors and faculty, and to provide for early prognosis and referral of students with academic or career counseling needs. The program description includes a discussion of the Career Development Centers at each of TTC's two campuses; flow charts illustrating the progress of new students in the Career Counseling Program and the structure of the Career Development Center; and an outline of a career development course, Reasoning and Career Development.'' (JP)

ED 186 253 SE 030 633

*Johansen, Gerard T., Sr.*

**Analogue Models in the Laboratory Exercise: One Method for Teaching to Think.**

Pub Date-Apr 80
Note-18p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Behavioral Science Research, Educational Research, Experiential Learning, *Instructional Development, Learning Processes, *Learning Theories, *Philosophy, Science Education, *Science Instruction, *Science Laboratories

This paper relates philosophical and psychological concerns in formulating a theory of teaching and learning. The laboratory exercise is shown to be a paradigm case of the theory, and a means by which students can be taught to think. The laboratory exercise is presented as a means to demonstrate a facet of the conceptual nature of science and to teach students that the construction of an experimental design represents a kind of analogy based upon the idea that what happens in the laboratory is an analogue of what occurs in nature. Anecdotal evidence from classroom experience with this teaching strategy is discussed. (Author/CS)

ED 186 278 SE 030 757

**Research and Development in Industry 1977. Surveys of Science Resources Series.**

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Report NO.-NSF-79-325
Pub Date-79
Note-85p.; Contains occasional marginal legibility in Appendices.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Employment Statistics, Engineers, *Financial Support, *Industry, *Research, *Research and Development Centers, Scientific Research, Scientists, *Statistical Data, Statistical Surveys, *Surveys

The National Science Foundation sponsored Survey of Industrial Research and Development for 1977 was conducted by the Bureau of the Census in January 1978. Approximately 1,500 R&D-performing companies participated in the survey. Remarks attributed to company officials were based on discussions with representatives from leading R&D-performing companies in the major industries. This report contains a detailed report of R&D spending during 1977, as well as historical tables showing trends for key R&D funding variables. Also included is information about industry-employed R&D scientists and engineers. R&D expenditures for U.S. firms are presented in a variety of ways: by source of funds, type of activity, major cost component, geographic area, field of basic research, product area, effort contracted out, amount performed in foreign countries, and by amounts expended on research and development devoted to energy-related and pollution abatement projects. Whenever possible, the data are presented on an individual industry basis, e.g., instruments, machinery, etc. Data presented in this report cover the period 1956-1977 for funding data and January 1957 to January 1978 for R&D scientist and engineer data. (Author/MK)

ED 186 298 SO 012 490

*Johnson, Nancy R.*

**Art Education in One Dimension: Reaching into the Future from the Perspective of Ideology (1977). An Inquiry into the Process of Aesthetic Socialization During School Tours at an Art Museum (1978). Occasional Paper No. 4. Curriculum, Media & Instruction.**

Alberta Univ., Edmonton. Faculty of Education.
Pub Date-79
Note-28p.; For a related document, see SO 012 496. Not available from EDRS in paper copy due to poor reproducibility of original document.
Pub Type- Opinion Papers (120) - Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Aesthetic Education, *Art Education, Curriculum, Educational Needs, *Educational Philosophy, Educational Research, Educational Sociology, Elementary Secondary Education, Higher Education, *Museums, Research Methodology, *Socialization, Student Needs

The document contains two essays on art and aesthetic education. The first examines the ideology of art education from the standpoint of phenomenological sociology. Using this approach, the researcher can adopt an ethnographic, historical, and/or cross-cultural approach to analyze how a phenomenon (for example, an ideology of art education) appears. These approaches reveal that beliefs about art education have been the same for at least 80 years. The overall aim appears to be to shape citizens who are achievement oriented, produce and consume excellence, and contribute to the progress of civilization. These views neglect the fact that art is a mode of giving meaning to one's experience. Also, both student teachers and children are dependent upon the art educator's power to define the structure of the art experience. The implications for art education research are numerous. The second paper reports results of a study of the aesthetic socialization of children during art museum tours. The researcher recorded verbal interchanges between museum personnel who are guides and children in an art museum for a three-month period. Results illustrate that museum guides indicated that art works of high value most often belong to the wealthy and privileged; one is to have feelings about artworks; artworks are to be looked at and enjoyed; and there are many social conceptions about art. Implications are that teachers and children are vulnerable to the guides' interpretations about art and aesthetic knowledge. (KC)

ED 186 353 SP 015 002

**Report Number Five on the Intercollegiate Athletic, Physical Education and Recreational Programs of the Member Institutions of the National Collegiate Athletic Association.**

National Collegiate Athletic Association, Shawnee Mission, Kans.

Pub Date-Mar 78

Note-47p.

Available from-NCAA Publishing Co., P.O. Box 1906, Shawnee Mission, KS ($4.00).

Pub Type- Numerical/Quantitative Data (110)

**Document Not Available from EDRS.**

Descriptors-Athletic Coaches, *Athletics, Educational Finance, *Higher Education, *Intercollegiate Cooperation, Lifetime Sports, *Physical Education, Recreational Facilities, *Recreational Programs, Trend Analysis

This statistical report on collegiate sports and recreational programs in the United States provides information on the period from 1957 to 1977. Student participation in intercollegiate and intramural sports, physical education activities, recreational activities and women's intercollegiate athletics are described. Information is also provided on sport facilities, physical education personnel, and financing. A brief analysis of trends in physical education in institutions of higher education is also given. (JD)

ED 186 104 PS 011 365

*Breen, Paula Scarborough, Margaret*

**Raising a New Generation in the South: A Preliminary Report.**

Southern Growth Policies Board, Research Triangle Park, N.C.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-Nov 79

Grant-90-TW-2026

Note-18p.

Pub Type- Reports - General (140)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Adolescents, Adults, *Children, *Demography, *Educational Attainment, Family Characteristics, Infant Mortality, Medical Services, *Regional Characteristics, *Welfare Services

Identifiers-*United States (South)

This brief, preliminary report sets forth in broad strokes a profile of children in the South. Demographic, educational, and program resources data are provided. The report is considered a beginning step in the process of developing baseline data about the unique characteristics of Southern children. Three themes are evident in the report: (1) improvement in health, education and economic conditions has occurred, (2) unique problems requiring continuing action remain, and (3) many questions about how well public policies and resources match the unique needs of Southern children have yet to be answered. Data reported usually represent a 14 state area, including Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. (Author/RH)

ED 186 380 SP 015 857

*Helling, Barbara B.*

**Looking for Good Teaching: A Guide to Peer Observation.**

Spons Agency-Danforth Foundation, St. Louis, Mo.

Pub Date-76

Note-11p.

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Checklists, *Evaluation Criteria, *Observation, *Peer Evaluation, Teacher Behavior, *Teacher Effectiveness, *Teacher Improvement

This observation guide lists 270 separate items, in checklist format, to be used for informal evaluation of classroom teachers by their peers. Items for observation are given for mechanics of teaching, scholarship, organization, classroom relationships, and miscellaneous teaching functions, as well as for preparation, topic choice, quality of interaction, quality of content and discussion, and method and efficiency of question-asking on the part of the teacher. (LH)

**An Intermediate-Advanced Level German Refresher Course: Book 3, Part 2.**

Defense Language Inst., Monterey, Calif.
Pub Date-60
Note-204p.; For related documents, see FL 011 209-215.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($3.75 for text, $12.00 for cassettes).
Language-German; English
Pub Type- Books (010) - Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-*Audiotape Recordings, *College Second Language Programs, Communicative Competence (Languages), *Dialogs (Language), *German, Higher Education, Instructional Materials, Language Fluency, Language Skills, Language Tests, Listening Comprehension, Pattern Drills (Language), Pronunciation, *Second Language Instruction

Book three, part two, of an intermediate-advanced level German refresher course for college students is presented. The volume consists of 42 lessons of text material and 42 prerecorded tapes. A typical unit is made up of spontaneous dialogues, substitution drills, and tests. A dialogue for listening is a short conversation between German speakers who did not use scripts and whose speech contains authentic segments of spoken language. A dialogue for memorization is a repetition of the dialogue for listening with an opportunity for students to repeat parts of the dialogue on tape to facilitate memorization of the material. A dialogue for fluency is a further step in facilitating student memorization of the dialogue. A dialogue for listening permits students to hear the original dialogue once again. The students listen to improve pronunciation and to hear the intonation of the native German speakers. The dialogue for participation is an informal checkup. Students test their ability to perform each of the two roles on tape from memory. On the tests at the end of each unit, students are asked to listen and immediately provide a suitable written English translation. (SW)

ED 185 882 HE 012 497

*Bottomley, Wayne N.*

**The USC Faculty Planning Model: A History and Description.**

University of Southern California, Los Angeles. Office of Institutional Studies.

Spons Agency-EXXON Education Foundation, New York, N.Y.

Pub Date-Sep 78

Note-7p.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Academic Rank (Professional), College Administration, *College Faculty, *College Planning, *Computer Oriented Programs, Decision Making, Higher Education, Institutional Research, Management Systems, *Mathematical Models, *Needs Assessment, Operations Research, School Statistics, Teacher Characteristics, *Teacher Employment, Teacher Salaries, Teacher Supply and Demand, Tenure

Identifiers-University of Southern California, *USC Faculty Planning Model

A model for planning regarding college faculty is described. The USC Faculty Planning Model was developed by Robert Linnell and Paul Gray in 1974 at the University of Southern California as an interactive mathematical model to trace characteristics of faculty groups over time. Characteristics listed by the model include: faculty age distribution, number of openings, affirmative action data, number of retirements per year, total and average faculty salaries, and percent of faculty tenured. Faculty planning and modeling is claimed to have three basic advantages over other approaches to policy making: (1) modeling simulates human behavior, (2) modeling is economical in terms of time and money, and (3) modeling permits policies to be tried out so that problems with the policies can be discovered before they would arise via implementation. Advantages and disadvantages of this approach and some examples of its application are considered. Two ways that this computer system planning model can be utilized are explained, and costs are quoted. (SW)

ED 185 937 HE 012 654

*Koffman, Michael Theall, Michael*

**Instructional Development Activities in a Faculty Development Program.**

Pub Date-Apr 80

Note-60p.; Paper presented at the Annual Meeting of the American Educational Research Association Annual Meeting (Boston, MA, April 1980)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*Behavioral Objectives, *College Faculty, Competence, Curriculum Design, *Evaluation Criteria, Faculty College Relationship, *Faculty Development, *Faculty Evaluation, Faculty Promotion, Higher Education, Medical School Faculty, *Nursing Education, Organizational Development, Teacher Effectiveness, Tenure

Identifiers-*Northeastern University MA

A faculty development program instituted in Northeastern University's College of Nursing is described. Operated internally by elected faculty development committee members, the program includes goal setting, evaluation, and related services. Through a series of steps new faculty members plan their professional development and prepare evaluative information. The important features of this process are the yearly planning sessions, the involvement of faculty development committee members, and the general recognition of the need for a career-long faculty development process. After a six-month evaluation, decisions for certain long-range goals and professional development activities are made. Each spring, the faculty member completes a faculty planning form, called a professional growth plan.'' At a meeting of the faculty member, faculty development committee member, course coordinator, and dean, the previous year's goals are discussed, based on data derived from evaluation information sources. Progress toward stated goals and plans for specific developmental activities are made. Meetings to determine salary increases, retention, promotion, and tenure are also held. The faculty development committee member also assists in the documentation and reporting of professional competence in the faculty member's dossier. Evaluation instruments are appended. (SW)

ED 186 001 IR 008 333

*Clement, Charles R.*

**Automated Authority Control at the Genealogical Society of Utah.**

Pub Date-Aug 79

Note-45p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). For related documents, see IR 008 321 and IR 008 344.

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Cataloging, Classification, Computers, *Library Automation, *Library Catalogs, Library Equipment, Library Technical Processes, *Online Systems

Identifiers-*Authority Control (Information), *Genealogy

This paper describes the development of an automated authority control system for the Genealogical Society of Utah, which has large holdings of microfilmed records from many nations, including civil registration, parish registers, local records, and census records. The key function of the library is the identification of people. From the beginning, the task of the library's bibliographic control system has been to efficiently and correctly identify and make accessible the library's holdings. The catalog, now quite old, contains several eras of cataloging and includes subject cataloging, first introduced in the 1960s. Gradually modern cataloging techniques including authority files have been introduced into the control system. In the 1970s, a decision was made to go online with an interactive computer catalog system. Details of the computer's authority control operation and the authority control scheme are presented with numerous illustrations. Special features of the process include a name extraction program and a locality extraction program to allow users simplified entry into the genealogical files. (RAA)

ED 186 047 JC 790 296

*Axtell, Dayton Coad, Alison*

**A Study of a Sample of Merritt College Students: Reasons Precipitating Possible Withdrawal, and Attitude Toward Services and Instruction. Research Report No. 11.**

Merritt Coll., Oakland, Calif.
Spons Agency-Northern California Community Colleges Research Group.
Pub Date-May 79
Note-81p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Academic Persistence, Age, American Indians, Asian Americans, Black Students, *Community Colleges, Dropout Characteristics, Educational Background, Employment, Females, High Risk Students, Hispanic Americans, Males, Participant Satisfaction, *Potential Dropouts, School Holding Power, School Surveys, Student Attitudes, Student Attrition, *Student College Relationship, Student Financial Aid, Student Personnel Services, *Student Problems, Two Year Colleges, *Two Year College Students, White Students

An in-class survey of a representative sample of 298 students was conducted by Merritt College in March 1979 to determine: (1) the approximate number of students who were considering withdrawal from college; (2) the approximate number who had given withdrawal serious consideration in the past; and (3) the factors which students felt were decisive in keeping them at Merritt. Open-ended questions solicited reasons why a student was considering or had considered dropping out. In addition, checklists were provided against which students could indicate the items that were important in their decision to remain at school in relation to getting into desired courses, instruction, student services, financial aid, and other factors related to their home or school environment. Major findings indicate that only 8.7% of the respondents were considering dropping out; financial difficulty was the most frequently cited reason for this, followed by the need to get a job and personal commitments or problems. Another 47.3% indicated that they had given serious consideration to leaving at one time. Need to get a job, personal commitments, and intention to transfer were the most common reasons. The survey report presents a discussion of the representativeness of the sample and provides 30 tables illustrating responses by age, sex, ethnicity, and educational and occupational background. (JP)

ED 186 127 PS 011 414

*Goodwin, Rhoda S.*

**Birth Position, Neonatal Head Position Preference, and Hand Preference in 19-Week-Old-Infants.**

Pub Date-Apr 80

Note-17p.; Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 17-19, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Birth, *Human Posture, *Infant Behavior, Longitudinal Studies, *Neonates, Sex Differences

Identifiers-Fetal Position, Handedness, Head Movements, Lateral Preference

This study investigated the hypotheses that 1) infants delivered from a left occiput anterior or transverse position (LOA/LOT) would exhibit a right supine head orientation in the neonatal examination and a right hand preference at 19 weeks of age; and 2) infants delivered from a right occiput anterior or transverse position (ROA/ROT) would exhibit a neonatal head-left orientation and a left hand preference at 19 weeks of age. Head position at birth was assessed by the attending physician's recording of the position of the occiput of the fetus during four stages of labor and delivery. In the left occiput anterior and transverse group there were 23 males and 29 females; in the right occiput anterior and transverse group, there were 31 males and 21 females. Neonatal postural preferences were assessed, when the infant was between 12 and 96 hours of age, by observation of position of head, arms, and hands. Results showed that infants delivered LOA/LOT demonstrated a right neonatal head position preference, whereas infants delivered ROA/ROT did not demonstrate the expected left bias. The infants' head positions were evenly divided between right and left. At approximately 19 weeks of age, 76 of the 104 infants were examined on hand preference items selected from infant scales (Bayley, 1969; Lederer 1939), and one original stimulus. Sixty-four percent of these infants preferred the right hand and 32 percent preferred the left hand. In addition, significant relationships were found between the position of the head at birth and handedness at 19 weeks of age, and between neonatal head position preference and hand preference at 19 weeks of age. (Author/MP)

ED 186 184 RC 012 017

*Arrowood, Nina R. F.*

**Problem: The Use/Abuse of Drugs as an Indicator of the Bilingual/Bicultural Assimilation Difficulties Encountered by Mexican-Americans Coping with the Anglo-American Mainstream A Literature Review.**

Pub Date-Dec 79
Note-22p.; Best copy available.
Pub Type- Information Analyses (070)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Acculturation, Alcoholism, Biculturalism, *Coping, Culture Conflict, *Drug Abuse, *Drug Rehabilitation, Ethnicity, *Literature Reviews, *Mexican Americans, Narcotics, Personality Traits, *School Role, Self Esteem, Values
Identifiers-*Chicanos

The literature found in current journals, periodicals, theses, books and other media was reviewed to study the use/abuse of drugs as an indicator of the bilingual/bicultural assimilation difficulties of Mexican Americans as they coped with the Anglo-American mainstream. Three areas were emphasized: (1) the general characteristics of the drug user/abuser and his culture, (2) whether the Chicano tended to fit'' the pattern of the typical drug user/abuser, and (3) the possible means of therapy for the Mexican American drug user/abuser and the role of the American educational system. The study indicated that the personality qualities and environmental descriptors that were most likely to produce a drug user included conflict of values, poor self image, ethnicity, passive nature, and group pressures. Such a profile impacts heavily on those of a bicultural heritage. The Chicano does face a conflict of values as he is caught between the Anglo and Chicano worlds. Because he is neither Anglo nor Mexican, his ethnicity can produce a poor self image. His need to belong to a group will sometimes place him in a situation where his passive nature, impulsiveness and need to belong may lead him into the drug subculture. Effective therapy should be based on solving problems in a family context, maintaining dignity, and especially on grounding program definitions, concepts, practices and language in the Chicano culture and with a Chicano staff. (DS)

ED 186 203 RC 012 039

*Paris, Alice Somerville Woolridge, Schadell*

**Placing Rural Minority Women in Training Situations for Non-Traditional Jobs.**

Federation of Southern Cooperatives, Epes, Ala.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-79
Note-40p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Adult Vocational Education, Affirmative Action, Economically Disadvantaged, Equal Opportunities (Jobs), *Females, Fund Raising, Information Sources, Job Placement, Job Training, *Minority Groups, *Nontraditional Occupations, *Outreach Programs, *Program Development, Program Evaluation, Program Implementation, Public Relations, *Rural Population, Sex Discrimination
Identifiers-Rural Women, *Womens Educational Equity Act

Detailed practical information is provided in this guidebook describing the services and resources needed to increase the participation of rural minority women in training for non-traditional jobs. Designed for use by a variety of organizations (women's clubs, service organizations, government agencies, and vocational/technical schools), the manual covers program development stages from initial planning to evaluation. Chapter I discusses program design, staffing requirements, and the process of locating and equipping an office.

Chapter II lists sources of information for determining career trends in the target area, locating job training opportunities for women, and protecting women's job rights. Chapter III identifies services typically needed, i.e., recruitment, counseling, job placement, training program placements, and referrals. Chapter IV describes promotional and fund raising activities and lists specific steps for using the media and personal appearances to gain community support. Techniques for fund raising cover private foundations, charities, government agencies, and a variety of community-based projects. A bibliography of 24 entries lists sources of information about traditional and non-traditional job and educational opportunities for women, with emphasis on rural and minority groups. (JH)

ED 186 226 SE 030 446

*Chinn, William G. And Others*

**Inservice Course for Elementary School Teachers, Part 2. Special Edition (Preliminary).**

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-65

Note-217p.; For related document, see SE 030 445. Contains light and broken type.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors-Elementary Education, *Elementary School Mathematics, Elementary School Teachers, *Inservice Teacher Education, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Mathematics Teachers, Teacher Education, *Textbooks

Identifiers-*School Mathematics Study Group

This is part two of a two-part SMSG textbook for inservice education of elementary teachers. Part two contains chapters 6 through 14 of Unit B: Addition and Multiplication; Subtraction and Division; Numeration: Naming Numbers; Premeasurement Concepts; Addition and Subtraction Techniques; Introducing Rational Numbers; Measurement; Multiplication and Division Techniques; and Structure. (MK)

ED 186 317 SO 012 551

*Kriesberg, Louis*

**Noncoercive Inducements in International Conflicts.**

Pub Date-19 Mar 80

Note-22p.; Paper presented at Annual Meeting of the International Studies Association (Los Angeles, CA, March 19, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Conflict Resolution, *International Relations, Literature Reviews, Military Science, Peace, *Policy Formation, Political Science, *Politics, *Problem Solving, *Research Needs, Violence, World Affairs

This paper examines noncoercion in international struggles, reviews instances in which positive inducements were combined with or used instead of coercion, and analyzes conditions affecting the utilization and effectiveness of noncoercive means in conducting international relations. Coercion refers to actual and threatened violent and nonviolent negative sanctions including use of military force, threat of bombings, and economic boycotts. Noncoercion is interpreted to include persuasion (one party's efforts to convince an adversary to accede to its requests) and reward (positive sanctions and/or offers to the adversary of something it values and accepts in anticipation of a reciprocating concession). Examples of noncoercion in international struggles include negotiations between Israel and Egypt following President Sadat's visit to Jerusalem in 1977, the Nuclear Test Ban Agreement in 1963, and withdrawal of the Soviets from Austria in 1958. These instances were all part of larger conflicts beset with escalations, de-escalations, violence, negotiated agreements, and continuing tensions. The conclusion is that noncoercive means will be

more effective in solving international struggles if all adversaries act on the assumption that even the most bitter enemies have some common interests, coercive alternatives are too costly, noncoercive inducements must be attractive and realistic, and the motives, interests and perceptions of all negotiators are of paramount importance. (Author/DB)

ED 185 842 FL 011 318

*Freedle, Roy O., Ed.*

**Discourse Production and Comprehension. Discourse Processes: Advances in Research and Theory, Vol. 1.**

Pub Date-77

Note-345p.

Available from-Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 ($27.50)

Pub Type- Reports - Research (143) - Collected Works - General (020) - Information Analyses (070)

**Document Not Available from EDRS.**

Descriptors-Child Language, *Comprehension, Dialect Studies, *Discourse Analysis, Grammar, Language Acquisition, Language Patterns *Language Processing, Language Research, Language Skills, *Language Usage, Linguistic Theory, Listening Comprehension, Psycholinguistics, Recall (Psychology), Sociolinguistics, Speech Communication, Speech Skills

Identifiers-Speech Acts

An understanding of the structure and function of discourse in social communication and in its internal representation to the individuals is sought in this multidisciplinary collection of papers. The approaches are divided into theoretical orientations and empirical orientations. The theoretical papers deal with: (1) comprehension in conversation, (2) creativity in verbalization and its implication for the nature of stored knowledge, (3) semantic processing units in understanding text, (4) the discovery of a functional theory of discourse, and (5) a critical review of theories of speech production. Topics covered in the empirical papers that have a sociolinguistic and psychosocial perspective include: style variables in referential learning, the effects of setting and dialect on young children's use of language, and prose processing. Papers emphasizing psycholinguistic concerns focus on: (1) the encoding of articles and quantifiers in textual comprehension, (2) the psychology of conversation, and (3) children's illocutionary acts. Topics with an applied basis include: (1) they ways in which speakers use noun phrases to instruct their listeners; (2) verbal teaching patterns; and (3) what is remembered from prose. Each article includes a specialized bibliography for further reference. (PMJ)

ED 185 863 FL 011 398

*Bassano, Sharron*

**ESL for Non-Academic Adults: Parallels in L1 and L2. CATESOL Occasional Papers, Number 5.**

California Association of Teachers of English to Speakers of Other Languages.
Pub Date-79
Note-10p.; Paper presented at the TESOL Summer Meeting (Los Angeles, July 13, 1979).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Adults, Adult Students, Class Activities, *Educationally Disadvantaged, *English (Second Language), Interaction, Intonation, Kinesthetic Methods, Language Acquisition, Language Research, *Multisensory Learning, Native Language Instruction, *Second Language Instruction, *Second Language Learning, Suprasegmentals, *Teaching Methods, Visual Aids

English as a second language for the non-academically oriented adult can be facilitated bY structuring their early linguistic input in a way similar to the way a parent structures input for a child learning a first language. The four components through which children learn their native language and which also concern adult learning are: (1) functional interaction; (2) visual/kinesthetic cues; (3) modified parent/teacher speech; and (4) music, rhyme and rhythm. Interactional cues give the learner conceptual knowledge of language and an understanding of function prior to production of speech. Body movement in conjunction with cognitive input facilitates long-term recall. Visual cues such as cards, posters, and charts are particularly good for use with students who scarcely read or write their native language. The visuals and real objects serve to cue comprehension, conversation, and grammatical exercises and they have the psychological advantage of transferring attention from the learner to the purpose of the exercise. The type of speech style students hear is another factor. Non-academic learners respond to simplified syntax and limited vocabulary geared by the teacher to the learners' optimal way of learning. Finally, musical and rhythmic activities sensitize the student to the intonation patterns and rhythm of the language. (AMH)

ED 185 900 HE 012 548

*O'Connor, Linda Scarlata, Leslie*

**Enrollments of Students in New Jersey Colleges and Universities by Age Category, Fall 1977 and Fall 1978. Research Note 79-5.**

New Jersey State Dept. of Higher Education, Trenton. Office of Research.

Pub Date-Sep 79

Note-49p.; Parts may be marginally legible because of print quality.

Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Age, *College Students, Community Colleges, Comparative Analysis, *Enrollment Rate, Full Time Students, Graduate Students, Higher Education, Part Time Students, *Private Colleges, *State Colleges, State Surveys, State Universities, Statistical Analysis, Student Characteristics, Tables (Data)

Identifiers-Higher Education General Information Survey, *New Jersey

Thirty tables are presented, in both summary form and for individual institutions, giving enrollment by age category for students in New Jersey colleges and universities in the fall of both 1977 and 1978. Tables include: headcounts for undergraduate students, percent distribution of undergraduates, and headcount and percent distribution for graduate students. The same data are also presented by institution type and full- or part-time enrollments. The age categories used are: 17 years and under, 18 to 20, 21 to 24, 25 to 34, 35 to 44, 45 to 54, 55 to 64, 65 and over, and unknown. Data are drawn from the Higher Education General Information Survey on student characteristics. No analysis is given. (MSE)

ED 185 957 HE 012 683

**A Perspective on the '80s: Agenda for Action for the Pennsylvania State University.**

Pennsylvania State Univ., University Park.

Pub Date-19 Jan 80

Note-96p.; Adopted by the Board of Trustees, January 19, 1980.

Available from-The Pennsylvania State University, 201 Old Main, University Park, PA 16802

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-College Faculty, *College Planning, *College Role, College Students, Educational Finance, Enrollment Trends, Expenditures, *Futures (of Society), Governance, Higher Education, *Institutional Characteristics, *Land Grant Universities, Personnel Policy, Position Papers, *State Universities, Student Attitudes, Student Characteristics

Identifiers-*Pennsylvania State University

Plans for the 1980s for Pennsylvania State University are presented. Some of the forces for change enrollment shifts, threats to faculty vitality, new student interests, and eroding financial resources are considered. Three main themes of the university are quality, selectivity, and flexibility. The following areas are examined: the university's land-grant heritage; university missions in the areas of instruction, research, and public service; missions of the various campuses; and the need for new emphases in health-related programs, international programs, energy programs, and the role of technology. Enrollment prospects are considered for higher education in general, undergraduates, graduates and medical students, and nondegree credit enrollment at on-campus locations. Additional areas are also considered: professional development and vitality of faculty, affirmative action, academic personnel policies, academic leadership, faculty governance, and responsiveness to demands concerning instruction, research, and public service. Academic concerns and expectations of students, concerns for extracurricular activities, and the diverse student population are covered. Other topics concern expenditure policies for specific areas, internal reallocations, income policies, state appropriations, external contracts and grants, private gifts, student tuition, and capital budget planning. A summary of recommendations is included. (SW)

ED 185 979 IR 008 308

*Nielsen, Per*

**European Social Science Data Infrastructure: Potential Links to the Library Sector.**

Pub Date-Aug 79

Note-15p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Archives, Data Bases, Documentation, *Information Dissemination, *International Organizations, Libraries, Library Cooperation, *Social Sciences

Identifiers-*Europe

This presentation on the European social science data organizations and such international cooperation in federations/associations as CESSDA (Committee of European Social Science Data Archives), IFDO (International Federation of Data Organizations for the Social Sciences), and IASSIST (International Association for Social Science Information Service and Technology), is extended into an outline of the data resources available and a discussion of the output relevant to traditional libraries. A platform for data organization-library cooperation in the field of documentation is proposed, based in part on the experiences gained in the North American branch of IASSIST. (Author/JD)

ED 186 065 JC 800 228

*Smith, Norman D.*

**An Investigation of Strategies of Operation under Conditions of Reduced Funding in Selected Community Colleges.**

Pub Date-Apr 80

Note-41p.; Graduate seminar paper, Pepperdine University. Not available in paper copies due to the marginal reproducibility of the original document

Pub Type- Reports - Research (143) - Information Analyses (070)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Budgeting, Case Studies, *College Administration, *College Planning, *Community Colleges, *Educational Finance, Financial Problems, Literature Reviews, Long Range Planning, Multicampus Colleges, *Reduction in Force, *Retrenchment, School District Spending, State Aid, Two Year Colleges

Identifiers-*California (South), Proposition 9 (California 1980), Proposition 13 (California 1978)

This four-part report examines the management of retrenchment at six representative Southern California community colleges and two community college districts: Victor Valley College, Mount San Jacinto College, Citrus College, Chaffey College, Mount San Antonio College, Riverside City College, the San Bernardino Community College District, and the Los Angeles Community College District. Part I presents a review of the literature dealing with community college responses to decreased funding in the 1970's and the effects of Proposition 13 (1978) on the California community colleges. Part II, comprised of case studies based upon personal interviews with the presidents of each of the target colleges and districts, describes the management strategies used to meet the challenge of Proposition 13 and the effect of those strategies on the quality of the colleges' educational programs. Part III provides estimates of the probable fiscal impact of Proposition 9 (an income tax reduction initiative) during 1980-81 and describes the planning activities undertaken by the target colleges and districts to meet the funding reductions that would result from the passage of Proposition 9. Part IV presents conclusions concerning the need for community colleges to implement institutional research strategies in the study of retrenchment management. A bibliography is included. (JP)

**Child Development Associate. Body Skills Development.**

Eastern Oklahoma State Coll., Wilburton.; Office of Child Development (DHEW), Washington, D.C.; Oklahoma Child Development Associate Policy Advisory Council, Midwest City.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date- 76
Grant-DHEW-OCD-6-C-15
Note-65p.; For related documents, see PS 011 430-444 and PS 011 446-447.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Reference Materials (130)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Child Caregivers, Child Development, *Competency Based Teacher Education, Day Care, Early Childhood Education, Learning Activities, *Motor Development, Postsecondary Education, *Preschool Teachers, Psychomotor Skills, *Teacher Role, *Training
Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module, one of a series of 18, is intended to provide the intern with the knowledge and skills necessary for helping children develop their body skills. The module stipulates competency-based objectives and provides essential information, suggestions, examples and learning activities on three topics related to the objectives: motor development, teachers' role in motor development, and activity development. Also included is a list of books concerning body skills development. (MP)

ED 186 166 RC 011 941

*Mizell, M. Hayes*

**Implementation of Title I Parent Advisory Councils in the Rural South.**

American Friends Service Committee, Columbia, S.C.
Pub Date-Apr 80
Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 11, 1980).
Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Advisory Committees, Elementary Secondary Education, Parent Associations, *Parent Participation, *Parent School Relationship, *Problems, Program Descriptions, *Rural Areas, School Role
Identifiers-American Friends Service Committee, *Elementary Secondary Education Act Title I, Parent Advisory Councils, Southeastern Public Education Program, *United States (South)

A current project of the Southeastern Public Education Program (SEPEP) of the American Friends Service Committee is strengthening the implementation of parental involvement requirements of Title I of the 1965 Elementary and Secondary Education Act. Toward this end, SEPEP has provided technical assistance to parent advisory council members in Mississippi, Alabama, Georgia and South Carolina. The project has found that, although nearly a decade has elapsed since the mandatory creation of Title I Parent Advisory Councils (PAC's), in most of the rural south such councils are still struggling for legitimacy and role definition. Some schools have created paper PAC's'' which seldom, if ever, function. Other districts have limited the scope of meetings to such activities as open houses, style shows, or classes to train parents to help their children with school work. Many schools appeared unwilling to provide the information and training necessary for parents to serve effectively on the councils. In spite of the generally negative experiences encountered, the SEPEP staff did find school officials and parents whose attitudes contributed to successful implementation of PAC's. Factors contributing to such success were: (1) a clear message from the school of we want your support,'' (2) regular monthly meetings devoted to legitimate concerns, (3) efforts to educate parents about the program, and (4) attitudes of state and federal officials charged with enforcing Title I laws. Eleven recommendations for improving PAC implementation conclude this paper. (DS)

ED 186 254 SE 030 635

**Science Education Newsletter, No. 41.**
British Council, London (England). Science Dept.
Pub Date-Jan 80
Note-21p.
Pub Type- Collected Works - Serials (022)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*International Programs, Mathematics Education, Newsletters, Publications, *Science Activities, *Science Education, Secondary Education, Secondary School Science

This issue, number 41 in the series, is divided into the sections of: (1) British science activities, and (2) overseas and international activities. Presented in a newsletter format, numerous topics of interest to secondary school science and mathematics educators pertaining to British education are presented. Items concerning the Nuffield-Chelsea Curriculum Trust, Council for Environmental Education Conference, Calculator In-Service Training Kits, and various mathematics conference reports, are included. The second section includes news items from the countries of India, Scandinavia, Nigeria, Nova Scotia, Bhopal, Swaziland, and South Africa as well as various international conference reports. (CS)

ED 186 335 SO 012 577

*Hillery, Mable A. Hall, Patricia*

**A Guide to the Use of Street/Folk/Musical Games in the Classroom. Volume II.**

Fordham Univ., Bronx, N.Y.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-77

Grant-G00-7507235

Note-70p.; For related documents, see SO 012 576-578. Some photographs may not reproduce clearly from EDRS in microfiche.

Available from-Interdependent Learning Model, Fordham University, Thebaud Hall, Bronx, NY 10458 ($4.00, $2.00 for cassette tapes)

Pub Type- Guides - Classroom - Teacher (052) - Creative Works (030)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Academic Achievement, *Black Culture, Black History, Blacks, Black Students, Childrens Games, *Cultural Education, *Educational Games, Educational Objectives, Elementary Education, *Folk Culture, Models, Music Activities, Physical Development, Skill Development, Social Development, Teaching Methods

Identifiers-Interdependent Learning Model

This teaching guide is the second of three volumes designed to teach Afro-American children street/folk/musical games in the elementary classroom. It is one of the Interdependent Learning Models (ILM) whose overall objective is for teachers to use the cultures of their students as vehicles for teaching academic skills and content. This volume focuses on clapping and chanting games. The first section of the guide offers suggestions for teaching the chants, including the need to examine the chants before teaching them, how to use chants to motivate and reinforce learning, and describes six ways to collect chants. Section II presents a teacher's checklist for using a chant as a teaching tool, including eight points to consider after teaching the chant. Eleven chants follow: Juba, Hambone, Walk Along, Blow Tony, Head and Shoulders, Someone's on the Phone, Categories, Old Lady from Booster, Who is the Greatest, Who Stole the Cookie, and The World is Big. For each chant background information, lyrics, directions for action/movements, and learning objectives relating to academic, physical, and social skills are presented. Line drawings illustrate the actions when necessary. All chants are for groups, stress singing and clapping in rhythm, and are non-competitive. A tape cassette, available from ILM, records a group of children with a teacher singing and clapping the chants. (CK)

ED 186 354 SP 015 040

**Sex Education Guidelines, Including Reproductive Health and Family Planning.**

Michigan State Dept. of Education, Lansing.
Pub Date-78
Note-26p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Contraception, Elementary Secondary Education, *Family Life Education, Health Education, *Public Schools, *Sex Education, Sex Role, Sexuality, *State Standards, Teacher Characteristics, *Teacher Qualifications, Venereal Diseases

Legislation permitting the teaching of reproductive health in Michigan schools mandates that the State Board of Education establish approval criteria for those who will be supervising instructional programs in sex education, determine certification requirements for those teaching classes in sex education, and establish guidelines for the review and recommendation of materials to be used in teaching family planning, reproductive health and the recognition, prevention, and treatment of venereal disease. Certified teachers must have preparation in the biological and behavioral sciences, as well as in sex education and health education. Content areas which must be covered by law are reproductive health, sex education, family planning, human sexuality, family life, venereal disease, fetology, marital information, and genetic information. An advisory board should be established by the school district board to periodically review the materials and the methods of instruction used. Appendices to this document include a copy of PA 226 of 1977, school laws relating to health education in Michigan public schools, and a copy of the notice sent to parents regarding the implementation of sex education courses into the school curriculum. (Authors/LH)

ED 186 381　　　　　　　　　　SP 015 873

*Blomstedt, Bob*
**Management Engineered Teacher Education.**
Pub Date- 80
Note-15p.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Accountability, *Competency Based Teacher Education, Educational Theories, *Management by Objectives, *Management Systems, *Skill Development, Teaching Methods, *Teaching Skills

Management engineered'' teacher education is an instructional method designed to assist teachers in the acquisition, maintenence, and improvement of essential knowledge, skills, attributes, and professional competencies which are necessary to function effectively in varied professional roles. The system aims at improving teachers' performances as instructors, group leaders, behavioral managers, and as management systems designers, implementors, and evaluators. The theory is based on two assumptions: a systems approach to classroom and professional management is essential to positive, accountable education, and the idea that the more systematic the process of developing a mangement system, the higher the probability of success in implementation of that system. (Author/LH)

*Boisard, Genevieve*

**Public Access to Government Information: The Position in France in 1979.**

Pub Date-Aug 79
Note-18p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). Best copy available.
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Confidentiality, *Depository Libraries, Foreign Countries, *Government Publications, *Information Dissemination, Information Seeking, Information Services, *Legislation, Privacy
Identifiers-*Access to Information, *France

Despite deficiencies in depository administration and circulation, recent legislation concerning government publications in France has increased the availability of information. In France, in contrast to Great Britain and the United States, the publication of government documents is not centralized but is the province of individual agencies. Circulation of documents is a mixture of sale, free distribution, and deposit in libraries, and is often more beneficial to urban than provincial users. Deposit in libraries, however, is not consistent throughout the government and government publications are not maintained as a unit in libraries but are dispersed throughout the general collection. Bibliographic control of official publications is the responsibility of the Bibliotheque Nationale and official supplements of the national bibliography are published bimonthly. Legislation enacted in 1978 is bringing about substantial changes in increased accessibility for the French citizen by guaranteeing rights to information, while protecting individual privacy, and making such information available on demand. It places statutory limitations on confidentiality and provides for mandatory publication or announcement of government papers. While much remains to be done, the right of every member of the public to see official documents is enshrined in law. (RAA)

ED 186 026 IR 008 392

*Simonson, Michael R. Burch, Georgeann L.*

**Media Influence on Affective Learning: A Review of the Literature.**

Pub Date-75

Note-44p.

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Affective Objectives, Annotated Bibliographies, *Aptitude Treatment Interaction, Audiovisual Aids, Content Analysis, Educational Media, Literature Reviews, *Media Research, *Student Attitudes

A review of the first 23 volumes of AV Communication Review'' identified 68 theoretical and experimental articles on the effects of media on student learning attitudes. Examination of these articles revealed that (1) researchers do not routinely evaluate the impact of mediated instruction on learner affect toward either the medium or the content information; (2) in most studies where attitudes were measured it was generally a post-hoc evaluation of peripheral importance to the main objectives of the study; (3) locally constructed measures of attitude were most often used, and few studies provided validity or reliability information for attitude measures; and (4) attitude change as a result of the use of media has not been a major area of research effort. Within the framework of the above limitations, it was concluded that less abstract forms of media seem to provide the greatest likelihood of positive learner attitude formation; there is insufficient evidence to determine if there is an age-medium-attitude interaction; and achievement seems to be related to attitude. An annotated listing of the articles is provided, and several tables and figures are attached, as well as a list of additional references. (CMV)

ED 186 084 JC 800 287

*Slark, Julie*

**Women's Needs Assessment.**

Santa Ana Coll., Calif.

Pub Date-Apr 80

Note-66p.; One interview guide will not reproduce clearly because of small print size.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-American Indians, Asian Americans, Black Students, *Community Attitudes, *Community Colleges, Community Surveys, Comparative Analysis, Educational Attitudes, Educational Background, Educational Needs, *Females, Hispanic Americans, *Individual Characteristics, Marital Status, Needs Assessment, Participant Satisfaction, Public Relations, Questionnaires, Scheduling, School Community Relationship, School Surveys, *Student Attitudes, Student Attrition, *Student Characteristics, Student Educational Objectives, Student Personnel Services, Student Problems, Two Year Colleges, Two Year College Students, White Students, Womens Education, Womens Studies

Utilizing the responses of 385 women to a district-wide community needs assessment conducted in March 1980, as well as information gathered from personal interviews with 400 women students, Santa Ana College (SAC) conducted a project to increase the awareness among women of SAC's programs and services and to determine: (1) women's degree of familiarity with SAC, (2) their degree of satisfaction with the college and its services, (3) their educational needs and desires with regard to scheduling and specific courses and programs, and (4) the problems related to class withdrawal. Survey data, augmented by information from student records and the results of a statewide longitudinal study, indicated that women students were more likely to be under 30 years of age, non-white, and have a lower annual income than community women. While 95% of the community members had heard of SAC, and 77% felt that the college was doing a good job, 71.1% had never taken a class at SAC. SAC students were familiar with most of the college's student services, and 83% also rated SAC as good.'' All services, except financial aid, were evaluated favorably by most of those who had used them. With regard to scheduling preferences, community residents favored morning or evening classes in three-hour time blocks. Respondents in both groups, as well as their male counterparts, cited employment conflicts as the greatest obstacle to college attendance. (JP)

ED 186 105 PS 011 366

*Stayrook, Nicholas*

**Definition and Structure of Composite Caregiver and Child Behavior.**

Stanford Research Inst., Menlo Park, Calif.
Pub Date-Apr 80
Note-132p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Best copy available.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Behavior Patterns, *Child Caregivers, Data Analysis, Day Care, *Factor Analysis, National Surveys, *Preschool Children, Preschool Education
Identifiers-*Variables

The purpose of this paper is to describe the composite caregiver and child behavior variables used in the analysis of the data collected in the National Day Care Home Study: a three-year survey of day care homes in the United States. First, most frequently occurring behaviors are indicated. Then, the factor analyses of patterns of behaviors which were used to define the analysis variables are presented. The logical structure and empirical support for these variables are discussed. The process of the final selection of analysis variables based upon theory and empirical data is also described. Lists of caregiver and child behavior variables and definitions, as well as tables indicating definitions and factor analytic support for observation variables, are appended. (Author/RH)

ED 186 227　　　　　　　　　　　　　SE 030 447

*Allen, Frank B. And Others*

**Mathematics for High School, First Course in Algebra, Part 3. Preliminary Edition.**

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-60
Note-178p.; For related document, see ED 173 100.
Pub Type- Books (010) - Guides - Classroom - Learner (051) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors-*Algebra, Inequality (Mathematics), Mathematics Curriculum, *Mathematics Instruction, Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers-*Equations (Mathematics), *School Mathematics Study Group

This is the third part of a three-part SMSG algebra text for high school students. Chapter titles include: Truth Sets of Open Sentences; Graphs of Open Sentences in Two Variables; Systems of Equations and Inequalities; Quadratic Polynomials; and Functions. (MK)

ED 186 279 SE 030 758

*Phillips, Donald*

**Mathematics Technical Report: Summary Volume.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Report NO.-NAEP-09-MA-21
Pub Date-Apr 80
Contract-OEC-0-74-0506

Grant-NIE-G-80-0003
Note-158p.; Contains small and light type in Tables.
Available from-National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 ($12.10); and Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (no price quoted).
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-*Academic Achievement, *Educational Assessment, Educational Change, Elementary School Mathematics, Elementary Secondary Education, Evaluation, *Mathematics Education, *National Competency Tests, National Surveys, Secondary School Mathematics, Statistical Analysis, Test Results

This report summarizes the results of the National Assessment of Educational Progress 1977-78 assessment of mathematics. Chapter one provides general information about mathematics assessments and includes discussion of the objectives, samples, exercises, statistics, and background variables of the assessment. Chapter two considers changes in performance between the first mathematics assessment conducted in 1972-73 and the second assessment being considered in this report. The third chapter describes performance for the nation and standard variable groups. Sections in this chapter include: region, sex, race/ethnicity, level of parental education, type of community, community size, and grade in school. Chapter four gives results for nonstandard variable groups. The two appendices discuss the estimation of standard errors and the source questions for special variables. (MK)

ED 186 299 SO 012 496

Jagodzinski, John

**Towards a New Aesthetic. Occasional Paper No. 12. Curriculum, Media & Instruction.**

Alberta Univ., Edmonton. Faculty of Education.
Pub Date-79
Note-17p.; For a related document, see SO 012 490.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Aesthetic Education, Art Education, Artists, Educational Philosophy, Elementary Secondary Education, Existentialism, Higher Education, Humanism, *Philosophy, Position Papers, *Theories
Identifiers-*Hermeneutics, *Phenomenology, *Praxiology

The essay argues that current artistic practices reflect a dated formalistic aesthetic, and that the hermeneutic-phenomenological position, although superior to the formalist approach, is limited. (Hermeneutics is a study of the methodological principles of interpretation; phenomenology is an ethnographic, historical, and/or crosscultural analysis of a phenomenon.) A new aesthetic direction is proposed. The author identifies three deep anthropological interests which characterize man: the interest in controlling an objectified environmental world; in communication, characterized by the hermeneutic-phenomenological sciences; and in emancipatory self-reflection. An historical overview proves that the development of Western art reflects man's need to control his environment. This scientific formalistic aesthetic'' exists at the expense of the other two interests. Hermeneutics and phenomenology have provided new stimulus for research in art education since the mid 1800s by recognizing man as an historical, cultural, and valuing creature. However, emphasis is given to the selection, mediation, and interpretation of aesthetic information, minimizing man's most important achievement the active shaping and modification of himself and the environment. Thus, a new direction, praxiology, is preferred. The approach is characterized by a political and moral commitment which is in a state of constant antagonism with reality. The praxiological artist must be a critical philosopher who creates visual discourse which raises the viewer's sensitivity to the reality of the human environment. (Author/KC)

ED 185 822 FL 011 214

**An Intermediate-Advanced Level German Refresher Course: Book 4, Part 1.**

Defense Language Inst., Monterey, Calif.
Pub Date-60
Note-172p.; For related documents, see FL 011 209-215.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($3.80).
Language-German; English
Pub Type- Books (010) - Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-Audiotape Recordings, *Communicative Competence (Languages), *Dialogs (Language), *German, Higher Education, Instructional Materials, Language Fluency, Language Skills, Language Tests, Listening Comprehension, *Military Science, Pattern Drills (Language), Pronunciation, *Second Language Instruction, Translation, Vocabulary Development

Book four, part one, of an intermediate-advanced level German refresher course for college students is presented. The volume consists of 25 lessons of text material and 50 prerecorded tapes. A typical lesson with its two accompanying tapes is made up of interrogation, military terminology drill, and a comprehension test. The materials of the first tape of each lesson are divided into four sections: interrogation for listening, interrogation for memorization, additional interrogation for listening, and military terminology drill. The interrogation for listening is a short exchange between an interrogator and a subject in a typical military situation. The interrogation for memorization is a repetition with an opportunity for students to repeat it on tape to facilitate memorization of the material. The military terminology drill consists of a series of military terms, heard first in English and then in German. After students have completely memorized the dialogue they listen to improve pronunciation and to hear the intonation of native German speakers. After this there is an informal checkup by which students test their ability to perform each of the two roles on tape, in turn, from memory. (SW)

ED 185 883    HE 012 498

*Harry, Keith*

**A Case Study in Distance Learning Systems: The University of Lagos Correspondence and Open Studies Unit.**

Lagos Univ. (Nigeria).

Pub Date-78

Note-22p.; For related document, see HE 012 499

Available from-The Open University, Walton Hall, Milton Keynes, MK7 6AA, United Kingdom

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-African Culture, Case Studies, College Administration, College Admission, College Programs, *Correspondence Study, Curriculum Development, Delivery Systems, Educational Media, Educational Testing, *Extension Education, External Degree Programs, *Foreign Countries, Higher Education, *Institutional Characteristics, *Open Universities, Physical Geography, Politics, School Organization, Student Evaluation

Identifiers-*Nigeria, *University of Lagos (Nigeria)

A case study of the correspondence and open studies unit of the University of Lagos, an Open University school, is presented. Areas of discussion include characteristics of the country, the educational system in Nigeria, and the correspondence and open studies unit. Specific topics include: the physical setting of Nigeria; the population; the economy; communications; the political situation; characteristics of students of the correspondence and open studies unit; course objectives; instructional methods and media; course development; delivery systems; student admission, registration, and records; academic support services for students; student assessment and testing; and organization and administration of the university. (SW)

ED 185 901 HE 012 549

*Berrier, R. Michael O'Connor, Linda*

Opening Fall Enrollment in New Jersey Colleges and Universities, Fall 1979. Executive Summary New Jersey State Dept. of Higher Education, Trenton. Office of Research.

Pub Date-Jan 80

Note-87p.; Parts may be marginally legible because of print quality.

Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-College Freshmen, Community Colleges, Comparative Analysis, Educational Demand, Enrollment Rate, *Enrollment Trends, Females, Full Time Students, *Higher Education, Males, Part Time Students, *Private Colleges, *State Colleges, State Surveys, State Universities, Statewide Planning, Statistical Analysis, Tables (Data), Two Year Colleges

Identifiers-*New Jersey, Rutgers the State University NJ

Statistics and analyses of the 1979 opening fall enrollment in New Jersey colleges and universities are presented. The overall 1.4 percent increase in New Jersey is below the national average and below the previous year's statewide increase. However, this increase is greater than in New York or Connecticut. In two-year colleges the 5.7 percent growth is above the national averages, with public community colleges growing more than twice as fast as junior colleges. The part-time student population growth is below the national rate. Universities and other four-year colleges show a slight decline, contrasted with a small national increase. There are slightly more women enrolled in New Jersey than in the nation, proportionately, and more are in public than private colleges. Most are part-time students. First-time enrollment of women has increased; that of men has declined. Both summary and detailed statistical charts are included, with data given for individual institutions as well as institution types. The summary section includes some analysis. (MSE)

**Bond Valuation for Colleges and Universities.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-30 Apr 77
Note-41p.
Available from-National Association of College and University Business Officers, One Dupont Circle, Washington, DC 20036.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Administrators, *Business, College Administration, *Educational Finance, *Higher Education, Income, *Investment

Bond valuation is examined to provide college administrators a more thorough understanding of the process to help them in developing their market values, or to help them in moving to a market valuation on bond holdings. Two methods presently used to value bonds, a matrix system and a trader quotation method, are described. An overview of bond markets and a discussion of dealer quote versus matrix pricing are presented. Features important to educational institutions when considering a bond-pricing service are considered. The two services that are the best-known evaluation of debt issues in the United States are Moody's and Standard and Poor's. Salomon Brothers is probably the largest bond trading house in the world, with the most comprehensive organization of bond traders. Additional services described are provided by: Kuhn Loeb, Digital Information Corporation, Interactive Data Services, Inc., Telstat, and Merrill Lynch. (SW)

ED 185 938 HE 012 656

*Strom, Bruce Hocevar, Dennis*

**Influence of Course Structure on Student Affect: The Structural Affect Hypothesis.**

Pub Date-Apr 80

Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Affective Behavior, *College Instruction, College Students, *Course Evaluation, *Course Organization, Higher Education, *Participant Satisfaction, *Personality Traits, Student Behavior, *Student Reaction

Course instruction was manipulated to yield two different levels of structure in an exploratory analysis of the effects of course structure on student satisfaction in 166 introductory educational psychology students. Results suggest that student satisfaction for different degrees of course structure depends on personality attributes. Seven significant interactions were found, five of which suggest a possible pattern. Students who prefer moderate structure to high structure tend to score high on a number of adjective check list scales (i.e., dominance, change, number of favorable adjectives checked, affiliation, and intraception) which collectively identify individuals who are described as dependable, cooperative, resourceful, adaptable, and curious. Methodological and theoretical implications are discussed, and the need for further attribute-treatment interaction research on affective outcomes is suggested. (Author/SW)

ED 185 980 IR 008 309

*Brodman, Estelle*

**Biomedical Library Management and Legislation in Developing Countries in Southeast Asia.**

Pub Date-Aug 79

Note-9p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). For related documents, see IR 008 306, IR 008 309-312, IR 008 326, IR 008 341, IR 008 352, IR 008 359, IR 008 369 and IR 008 371. Best copy available.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Developing Nations, International Organizations, *Legislation, Library Administration, Library Associations, Library Materials, *Library Services, Library Technical Processes, *Medical Libraries, *Special Libraries

Identifiers-*Asia (Southeast), International Federation of Library Associations

Many problems in developing biomedical library services for the emerging nations of Southeast Asia remain amenable only to legislation; however, IFLA seems particularly well situated to assist in these tasks. Of the numerous political and technical problems to be overcome, first and foremost are the difficulties involved in the simple transmission of information in and out of a country due to lack of publishing and distribution networks on one hand, and governmental restriction on the other. Others include absence of a biomedical research communication system, lack of published papers from and about professional meetings, lack of technical book and journal collections, and shortage of trained library staff. IFLA, being voluntary, can act as a bridge in the international community, encouraging national membership in shared informational ventures and applying persuasive pressure on members to gather and allow access to information on a quid pro quo basis. Further assistance might include the preparation and publication of national holdings of biochemical works and journals, reprography, encouragement for interlibrary loan, resolution of customs problems, advice on and preparation for computer technology, and promotion of incountry library staff training. IFLA should consider the formation of regional and even national subdivisions to promote these and other projects of mutual cooperation and communication. (RAA)

ED 186 128 PS 011 415

*Bartlett, Elsa Jaffe*

**Children's Production and Evaluation of Referring Expressions in Written Narratives.**

Pub Date-Mar 79
Note-13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Ambiguity, Communication Problems, Comparative Analysis, *Context Clues, *Editing, *Elementary School Students, Error Patterns, Grade 4, *Language Processing, Language Proficiency, Pronouns, Structural Analysis (Linguistics), *Writing Skills
Identifiers-*Referents (Linguistics)

This study explores how children indicate that a new character or object is being introduced into a written text and how they tell their readers that a particular word refers to something which has appeared in the text before. In particular, the study focuses on information represented by noun phrases in written narrative texts. To investigate how some children produced referential ambiguities in such texts while others did not, 32 fourth graders, who were rated as either above or below average in writing ability and all of whom read at grade level, wrote two stories and participated in a short ambiguity detection and editing task. Stories were elicited under simple context and complex context conditions. Context effects were observed for the below-average writers. No statistically significant differences between above- and below-average writers were found on the editing task. Additionally, while no differences were found in the distribution of linguistic devices in the two groups, children were found to structure their stories differently. Above-average writers produced more than three times as many references to grouped characters as did below-average writers. Results suggest that skilled and unskilled writers differed in their strategies for constructing narrative texts. (Author/RH)

ED 186 149 PS 011 446

**Child Development Associate. Child Growth and Development.**

Eastern Oklahoma State Coll., Wilburton.; Oklahoma Child Development Associate Policy Advisory Council, Midwest City.; Oscar Rose Junior Coll., Midwest City, Okla.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date- 76
Grant-DHEW-OCD-6-C-15
Note-157p.; For related documents, see PS 011 430-445 and PS 011 447.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Reference Materials (130)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-*Child Caregivers, *Child Development, *Competency Based Teacher Education, Day Care, Early Childhood Education, Emotional Development, Infants, Intellectual Development, Learning Activities, Physical Development, Postsecondary Education, Prenatal Influences, *Preschool Teachers, Social Development, *Training
Identifiers-*CDA, Child Development Associate

The purpose of this Child Development Associate (CDA) training module, one of a series of 18, is to help the CDA intern understand the factors and principles which affect the total growth and development of children. Early sections of the module stipulate the module's competency-based objectives, define terms, and suggest procedures by which trainees can evaluate their strengths and weaknesses. Subsequent chapters discuss the nature of child growth and development, prenatal development, the neonate and infancy, and the child's physical, social, emotional, and intellectual development. The module also provides 11 learning activities for the CDA intern. Also listed are books, pamphlets, films, filmstrips, and cassette tapes related to child growth and development. (MP)

ED 186 185 RC 012 018

*Chu, Lily.*

**Education for Rural Women: A Global Perspective.**

New Mexico State Univ., Las Cruces. Bureau of Educational Research.; New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 80
Contract-400-78-0023-Opt. 2
Grant-NIE-G-79-0012
Note-45p.
Available from-National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 (Stock No. EC-080, $5.00).
Pub Type- Reports - Evaluative (142) - Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Academic Achievement, *Access to Education, Career Development, Culture Conflict, Educationally Disadvantaged, *Educational Needs, Educational Opportunities, Females, *Government Role, Research Needs, *Rural Population, Self Actualization, Self Determination, *Socioeconomic Status, Values, *Womens Education
Identifiers-Rural Education Centers, *Rural Women

Rural women come from many ethnicities, enjoy diverse social economic statuses, different family circumstances, and various levels of educational attainment. Of the 34-35 million rural women, a large percentage are plagued by poverty and lack of opportunity for education, employment, health care, and various social services. Rural people, who constitute one third of this country's people, also make up half of the nation's impoverished. While a greater number of rural women are now employed outside the family, they tend to be employed in low-paying clerical, service, and seasonal positions. For women who are ethnic minorities, aged, single head of households, or displaced housewives, the isolation of rural life adds an additional burden. This paper recognizes the urgent educational needs of rural women; summarizes research and statistical findings on rural women in the areas of education, income, employment, and values orientation; points out some cultural conflicts and dilemmas that may occur as a result of short-sighted, fragmented, and hastily implemented educational programs; presents a global perspective of the education of rural women which calls for social and policy changes and is multidimensional, grassroots based, and oriented to the culture and people of rural America; and delineates the needs for research, for regional rural centers, and for federal support in rural women's education. (Author/NEC)

ED 186 255 SE 030 637

*Fennema, Elizabeth And Others*

**Cognitive and Affective Influences on the Developments of Sex-Related Differences in Mathematics. Symposium.**

Pub Date-Apr 80

Note-111p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Academic Achievement, Classroom Observation Techniques, *Cognitive Development, *Educational Research, Elementary Secondary Education, Interviews, *Longitudinal Studies, *Mathematics Education, *Self Esteem, *Sex Differences, Sex Role, Sex Stereotypes, Spatial Perception

Identifiers-*Spatial Visualization

Results from the first year of a three-year longitudinal study (grades 6-8) of sex-related differences are reported. The purposes of the study are: (1) to understand more adequately the impact of one important cognitive influence (Spatial Visualization) on the learning of mathematics, and (2) to identify educational influences on the development of feelings of confidence in the learning of mathematics. Influences on confidence are being studied by observing classroom interactions and by a projective-type interview. Subjects in this portion of the study are above the mean in achievement and either high or low in confidence in learning mathematics. The impact of spatial visualization skills on the learning of mathematics is being studied in a one-to-one interview with subjects who are discrepant in spatial/verbal skills. They are asked to solve pictorial or analytic word and fraction problems. Transcribed interviews are coded for verbal information, picture information, picture use, mental movement, and scores. (Author/MK)

*Jackson, Robert M.*
**Assessing a Political Skills Curriculum.**
Pub Date-Mar 80
Note-31p.; Paper prepared for delivery at Annual Meeting of the International Studies Association (Los Angeles, CA, March 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Basic Skills, *Citizen Participation, Citizenship Education, Collective Bargaining, Course Descriptions, Course Evaluation, Decision Making Skills, Games, Higher Education, Political Attitudes, Political Influences, Political Issues, Political Power, *Political Science, Role Playing, Simulation, *Skill Development, Teaching Methods

This paper describes and evaluates a political skills course for college students. Course objectives include teaching students to do the following: organize and run a meeting; bargain effectively; communicate within and between groups; manage a crisis; organize a political coalition; be aware of personal stress and some of the ways to reduce it; understand the substance of a number of current political issues; and learn about the dynamics of political conflict and cooperation. An attitude survey given to students at the beginning of the course revealed that the students were optimistic and positive about themselves and strongly felt that they would benefit and learn from the course. The major teaching method used in the course was simulations and gaming. Students were involved in many role-playing situations including values clarification and collective-bargaining exercises. In parts of the course students were confronted with a crisis situation, such as a Soviet laser attack of an American missile test flight, and had to make decisions under conditions of stress. On both the standardized and open-ended evaluations, students gave the course a very positive evaluation. On the standardized evaluation, a three item scale designed to measure student perceived learning was ranked consistently at the top or above University-wide norms (25th to 75th percentile range). In the voluntary, open-ended written evaluation, 78% of those who wrote evaluations explicitly made positive comments about the course. (Author/RM)

ED 186 382 SP 015 877

**Ecological Theory of Teaching. Conceptual Dimensions, Outcomes Specifications, and Implications for Teachers of an Ecological Theory of Teaching.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-ETT-79-4
Pub Date-79
Contract-OB-NIE-G-78-0203
Note-118p.; For related documents, see SP 015 753-755 and SP 015 938.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Behavior Patterns, *Class Activities, *Educational Theories, Evaluation Methods, Group Dynamics, Interaction, *Research Methodology, *Socialization, *Student Participation, Task Analysis, Teacher Behavior, Teacher Education, Teacher Role

Three considerations form the basis of an ecological theory of teaching: activity structures, student participation styles, and social cognitive development. To explore this theory scholars met in seminars, each bringing the concepts and perspectives of his discipline or area of inquiry. This report contains a synthesis of responses from twelve seminar members. They address the topics of classroom behaviors and participation, social dynamics within the classroom, activity structures and teacher-pupil interactions, and observation and testing of the ecological theory in classroom situations. (JD)

ED 185 843 FL 011 319

*Freedle, Roy O, Ed.*
**New Directions in Discourse Processing. Advances in Discourse Processes, Vol. 2.**
Pub Date-79
Note-336p.
Available from-Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 ($27.50)
Pub Type- Reports - Research (143) - Collected Works - General (020) - Information Analyses (070)
**Document Not Available from EDRS.**
Descriptors-Child Language, Connected Discourse, *Discourse Analysis, Language Acquisition, *Language Patterns, *Language Processing, Language Research, Language Usage, Problem Solving, Psycholinguistics, *Reading Comprehension, Recall (Psychology), Second Language Learning, Semantics, *Sociocultural Patterns, Sociolinguistics, *Speech Communication, Story Telling, Syntax

Two theoretical orientations-schema theory and cultural norms for the use of language unify this multidisciplinary collection of papers examining discourse. Chapters by Adams and Collins; Warren; Nicholas and Trabasso; Stein and Glenn; and Freedle and Hale highlight the application of schema theory to the study of story recall, reading, and the transfer of story schema to increase comprehension of prose. Five chapters focus on cultural schemata. The ways different interpretive frames are used to synthesize what people have seen and how the frames are realized in speech is explored by Tannen. Nix and Schwarz explain how differences in the cultural experiences of Black and White American children alters their interpretation of passages. Freedle and Duran illustrate how dialogue involves scripts for managing social interaction. Ochs offers evidence for the specificity of certain syntax rules suggesting that language structure in part may reflect social processes and structure. Scribner explains how western methods and culture influence problem-solving approaches. Papers by Keller-Cohen and Cherry discuss how discourse theory can be used to study the first and second language acquisition of children. Clements investigates Grimes' theory of how propositions are staged so as to achieve varying degrees of textual importance or relevance in the total text. (PMJ)

ED 185 864 FL 011 406

*Tharu, J.*

**Rationalizing the Pass-Fail Decision: A First Step in Examination Reform.**

Central Inst. of English and Foreign Languages, Hyderbad (India).
Pub Date-73
Note-19p.
Journal Cit-CIEFL Bulletin; v9 p41-58 1972-1973
Pub Type- Opinion Papers (120) - Journal Articles (080)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Achievement Tests, *English (Second Language), Essay Tests, *Language Tests, Minimum Competency Testing, Secondary Education, Standardized Tests, *Test Construction, Test Reliability, *Test Validity

The soundness of the existing system of examination at the high school level in India is assessed with particular reference to the English section. The purposes to be served by the examination are discussed and the shortcomings of the system are described. The test and the passing procedure is found inferior to those systems which utilize standardized tests. The fixed passmark and pass-fail decision are liable to serious error. The value of the test is pre-ordained by administrative sanction rather than by empiricial evidence. A scheme for making the pass-fail decision more systematic is suggested. In the new model, minimum requirements for passing are tested separately from those designed to order a candidate's achievement. Questions in the two-stage model differ substantially in difficulty. The assumptions about the hierarchical structure of language skills that underlie the model are similar to those that inform decisions about grading and presentation of instruction. Sample portions of the new model and discussion about the grading of this test are included. (PMJ)

ED 185 958 HE 012 686

**Annual Report of the South Carolina Commission on Higher Education.**

South Carolina Commission on Higher Education, Columbia.
Pub Date-Jan 80
Note-120p.; Some small print may be marginally legible.
Available from-South Carolina Commission on Higher Education, Rutledge Building, 1429 Senate Street, Columbia, SC 29201
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Annual Reports, *College Planning, Comparative Analysis, Construction Programs, Educational Finance, Facility Improvement, Federal Aid, *Government Role, Health Education, *Higher Education, Management Information Systems, Medical Education, Planning Commissions, Postsecondary Education, School Funds, *State Aid, *State Departments of Education, State Licensing Boards, *Statewide Planning, Statistical Analysis, Student Financial Aid
Identifiers-1202 Commissions, *South Carolina

The 1979 annual report of the South Carolina Commission on Higher Education is presented. Contents are as follows: changes in Commission membership, federally funded programs, South Carolina Postsecondary Education Planning Commission ( 1202'' Commission), program approvals, health and medical education, licensing nonpublic institutions, student financial assistance programs, higher education management information system, computer advisory committee, state appropriations for colleges and universities, capital improvements, summary of fiscal year 1978-79 expenditures of the Commission on Higher Education, and Commission publications. Statistical tables are appended. (SW)

ED 186 027 IR 008 394

*Diem, Richard A.*

**Results and Analysis of a Computer Assisted Instructional Program in Basic Skills in a Detention Center.**

Pub Date-Feb 79

Note-13p.; Paper presented at the Annual Meeting of the Southwestern Educational Research Association (Houston, TX, February 1979).

Pub Type- Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Achievement Gains, *Attitudes, *Basic Skills, *Computer Assisted Instruction, *Correctional Education, *Educational Research, Intermode Differences, Prisoners, Program Evaluation, Security Personnel, Skill Development

Identifiers-*PLATO, Texas (San Antonio)

An evaluation of a computer assisted educational (CAE) program using the PLATO system at a Texas detention center included an examination of attitudes and perceptions from (1) inmates participating and not participating in jail education programs, (2) trustees, (3) educational program staff, (4) chaplaincy staff, (5) guards assigned to the education area, (6) floor guards, (7) guard training supervisor staff, and (8) upper echelon jail and sheriff's department administrators. Also examined were the results of a basic skills curriculum study which compared student scores on vocabulary skills, reading, spelling, arithmetic computation, and arithmetic problem solving from a CAE and a traditional program. Findings indicated that PLATO was generally viewed as an effective and pleasurable teaching device, and that, in general, achievement gains were greater for the CAE program group than those for the traditional program group over an 8-week instructional period. (CMV)

ED 186 048 JC 790 502

*Falion, Marcia J.*

**Continuing Education for Southeastern Community College Librarians.**

Pub Date-79

Note-128p.; Ed. D. Dissertation, Nova University

Pub Type- Reports - Research (143) - Dissertations/Theses - Doctoral Dissertations (041)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-Administrator Attitudes, College Libraries, *Community Colleges, Courses, Degrees (Academic), Educational Background, *Educational Needs, Higher Education, *Librarians, *Library Education, Literature Reviews, Needs Assessment, *Professional Continuing Education, Program Development, Questionnaires, Scheduling, Surveys, Teaching Methods, Work Experience, Workshops

Identifiers-*United States (Southeast)

In an effort to provide information for the development and implementation of continuing education programs for community college librarians, a survey was conducted in February 1979 to determine: (1) the educational backgrounds of community college librarians in the southeastern United States, (2) their work experiences, (3) their continuing education needs, (4) the perceptions of community college library directors with regard to the continuing education needs of their librarians, and (5) the formats, subjects, and types of activities that would meet these needs. A total of 262 librarians and 116 library directors were surveyed using two field-tested questionnaires. Major findings, based on responses from 228 librarians and 102 library directors, indicated that 85% of the librarians held a Master of Library Science degree and that 60% possessed less than 11 years of library experience. Librarians and directors agreed on 36 of the 38 questions related to continuing education needs. Two- or three-day workshops held within a 100-mile radius of their community college were their first choice for continuing education activities. Librarians and directors expected library associations or local universities to sponsor continuing education activities. The survey report provides a review of the literature dealing with continuing education for community college librarians and provides four models for workshops and courses. A bibliography is included. (JP)

*Douglas, Minnie*
**A Study of the Role and Responsibilities of the Academic Senate and the California Teachers Association Bargaining Unit in Educational Matters.**
Pub Date-Apr 80
Note-23p.; Graduate Seminar Paper, Pepperdine University
Pub Type- Reports - Research (143) - Information Analyses (070)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Agency Cooperation, Collective Bargaining, *College Faculty, *College Governing Councils, *Community Colleges, Faculty College Relationship, *Faculty Organizations, Literature Reviews, Teacher Administrator Relationship, Teacher Participation, Two Year Colleges, *Unions
Identifiers-*California Teachers Association

A survey of the presidents of the academic senates and local units of the California Teachers Association (CTA) was conducted at 15 randomly selected California community colleges to determine their respective roles in meeting faculty needs at the college level. An additional purpose was to investigate the working relationships between the academic senates and the CTA locals. Survey findings, based on responses from five colleges, indicated that the CTA's role was confined to the negotiation of terms and conditions of employment, while the academic senates retained influence over scholastic affairs. All respondents reported a cooperative working relationship between the two groups and stressed the importance of dual membership in the two faculty organizations, as well as the necessity of the delineation of responsibilities in written constitutions to the maintenance of this relationship. The survey report presents a review of the literature concerning the scope and content of faculty negotiations as well as relevant collective bargaining legislation. Recommendations for the long-range maintenance of positive relationships between academic senates and faculty bargaining agents are also presented. (JP)

*Medlin, Richard*
**Does Active Rehearsal Improve Young Children's Recall?**
Pub Date-Apr 80
Note-18p.; Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 17-19, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Adults, Elementary Education, Elementary School Students, *Influences, *Memorization, *Recall (Psychology), *Young Children
Identifiers-*Instructional Set, Rehearsal (Memory), *Rehearsal Strategies

This study investigates different methods of increasing children's use of active rehearsal in recall, and the extent to which this active rehearsal improves their recall. Seven groups of second grade children and one group of adults were asked to memorize a list of everyday words in four study-test trials. Two of the groups of children were given differing amounts of time for rehearsal (5 sec. vs. 10 sec. inter-item intervals) with covered (not visible) items; two other groups were given differing amounts of time for rehearsal with all items visible during rehearsal. One of the groups of children heard a tape of adults actively rehearsing, another of the groups heard a tape of children rehearsing; and one of the groups of children and the group of adults were given spontaneous rehearsal instructions. It was found that all the conditions designed to increase rehearsal activity did so, with the most effective condition consisting of extra time (10 sec. interval) plus visible items. Allowing extra time to rehearse and making the items visible both improved primacy recall. Children asked to rehearse actively with extra time and items visible recalled no differently than adults did under spontaneous rehearsal conditions. Letting children listen to rehearsal generated by others seemed to be ineffective in improving recall. (SS)

ED 186 167 RC 011 951

**Readi-Reference Packet: Rural Education.**

Illinois State Board of Education, Springfield.
Pub Date-Mar 80
Note-97p.; Not available in paper copy due to marginal legibility of original document.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Abstracts, Administrator Role, Annotated Bibliographies, *Curriculum Development, Curriculum Problems, Educational Assessment, *Educational Finance, Educational Needs, *Inservice Education, Motivation, *Needs Assessment, Problems, *Resource Materials, *Rural Education, Rural Schools, Rural Youth, School Districts, Special Education, Students, Teachers

The 132 research reports, surveys, studies, program descriptions, case histories, and conference papers listed in the annotated bibliography provide a ready reference tool for researchers and practitioners in the field of rural education. A compilation of Educational Resources Information Center (ERIC) document resumes, most entries provide the ERIC accession number, author, title, originating organization or sponsoring agency, date published, pagination, prices, alternate source for obtaining the document, major and minor descriptor and identifier terms, and abstract of the document. The entries, dating from 1966 to 1979, are organized under 8 topic headings: (1) rural school problems/needs, 22 entries; (2) rural school finance/grants, 9 entries; (3) rural school administrators, 8 entries; (4) rural school teachers and inservice teacher education, 20 entries; (5) rural school students and student motivation, 19 entries; (6) rural school curriculum, 6 entries; (7) rural special education, 17 entries; and (8) rural education in Illinois, 19 entries. There is also a section on additional resources which includes 12 miscellaneous citations from ERIC, a list of organizations disseminating information on rural education, and 7 reference sources indexed in Books in Print''. (NEC)

ED 186 204 RC 012 040

*Ronan, Marian*

**New Directions for Rural Women: A Workshop Leader's Manual.**

The Grail, Loveland, Ohio.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-79

Note-46p.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Assertiveness, *Career Guidance, Demonstration Programs, *Females, Feminism, Goal Orientation, Instructional Materials, Leaders Guides, *Learning Activities, Program Evaluation, *Program Implementation, *Rural Population, Values Clarification, *Workshops

Identifiers-Rural Women, *Womens Educational Equity Act

A field tested workshop program to prepare rural women for education and job opportunities is described in this comprehensive manual for workshop leaders. An introductory chapter states program goals and philosophy and covers planning and implementing the workshops; topics include staff selection, publicity and recruiting, materials, workshop size and design, cost, funding sources, and evaluation. The remaining sections provide detailed information on the workshop components: orientation, values clarification, assertiveness training, information on jobs and education, and evaluation. Twenty workshop activities are described in detail including a statement of the purpose, a description of the group format to be used, a list of materials, and suggestions to the leader for facilitating desired outcomes. Three worksheets provide exercises to help women identify goals and values and formulate plans for achieving goals. The job and education component provides resource materials and activities to help participants identify interests, choose a school or college, get a job, and obtain financial aid. Sample evaluation forms ask participants to evaluate the usefulness of specific

workshop activities and identify new knowledge acquired during the sessions. A sample workshop schedule and a bibliography of books and government publications on women and employment are appended. (JH)

ED 186 228 SE 030 449

*Beatty, Leslie And Others*

**Mathematics for the Elementary School, Grade 6, Student's Text, Part I, Unit No. 33. Revised Edition.**

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-63
Note-314p.; For related documents, see ED 162 882-883 and ED 173 105.
Pub Type- Books (010) - Guides - Classroom - Learner (051) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC13 Plus Postage.**
Descriptors-Elementary Education, *Elementary School Mathematics, Geometric Concepts, *Grade 6, Mathematics Curriculum, *Mathematics Instruction, Number Systems, Rational Numbers, *Textbooks
Identifiers-*School Mathematics Study Group

This is part one of a two-part SMSG mathematics text for sixth-grade students. Chapter topics include: Exponents; Multiplication of Rational Numbers; Side and Angle Relationships of Triangles; Introducing the Integers; and Coordinates. (MK)

ED 186 355 SP 015 085

*Baptiste, H. Prentice, Jr., Ed. And Others*

**Multicultural Teacher Education: Preparing Teachers to Provide Educational Equity. Volume I.**

American Association of Colleges for Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-NIE-R-78-0015
Note-232p.; For related documents see SP 016 056-058.
Pub Type- Information Analyses (070) - Reports - Descriptive (141) - Opinion Papers (120)
**EDRS Price - MF01/PC10 Plus Postage.**
Descriptors-Community Involvement, *Cultural Pluralism, Discipline Problems, English (Second Language), *Equal Education, Human Relations, *Inservice Teacher Education, Interaction, Majority Attitudes, Minority Group Children, Minority Groups, *Multicultural Education, Nonstandard Dialects, *Preservice Teacher Education, Second Language Instruction, *Teaching Methods

This document is a collection of nine papers, each of which recommends strategies for the implementation of multicultural education. Also examined are specific issues, including bidialectical education, learning styles, interpersonal skills training, and disproportionate minority discipline. (Authors)

*Woodrow, Raymond J.*
**Management for Research in U.S. Universities.**
National Association of Coll. and Univ. Business Officers, Washington, D.C.
Pub Date-78
Note-117p.
Available from-National Association of College and University Business Officers, One Dupont Circle, Washington, DC 20036
Pub Type- Guides - Non-Classroom (055) - Books (010) - Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Administrative Organization, Administrators, Ancillary School Services, College Administration, College Curriculum, College Faculty, College Students, Copyrights, Costs, Facilities, Faculty Workload, Financial Support, Fund Raising, Governance, Government Role, Government School Relationship, Grantsmanship, Higher Education, Information Dissemination, Interdisciplinary Approach, Models, Organizational Climate, Patents, Personnel, Policy Formation, *Program Administration, Program Evaluation, *Researchers, *Research Opportunities, *Research Projects, *Scientific Research, Technology Transfer
Identifiers-*Research Administration, *Research Universities

A distinction is made between management for research and management of research. The former refers to the provision of a nourishing climate, sound policies supporting services of various kinds, financial systems, and organizational arrangements that will help research to flourish in a university. It exists to support the management of research, a function of primary investigators. General and specific matters of concern in management for research include: (1) the institutional climate (enlightened attitudes of governing bodies, officers, and administrators; research emphasis in appointments, advancements, and faculty workloads; institutional funds; basic versus applied research needs); (2) policies and criteria (external control; relation to the curriculum; student participation and faculty supervision; qualified and committed personnel; dissemination of results; conflicts of interest; disclosure of sponsorship); (3) developing and implementing sponsored research (development and review of proposals; seeking sponsors; proposal submission, negotiation, activation, monitoring, and completion; implementing sponsor requirements; research administration organization); (4) interdisciplinary research; (5) professional personnel other than faculty; (6) patents and copyrights; (7) indirect costs (calculation and negotiation); (8) administrative offices and supporting services and facilities; and (9) organizational structures and considerations. A preferred system of management for research is briefly outlined. (MSE)

*Jensen, Eric L.*

**Persistence in College: The Impact of Financial Assistance to Students.**

Pub Date-11 Apr 80
Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Academic Persistence, *College Attendance, *College Freshmen, Financial Aid Applicants, Higher Education, *School Holding Power, *Student Attrition, *Student Financial Aid
Identifiers-Washington State University

The influences of the receipt of student financial assistance and the amount of assistance received on persistence in college over a four-year period were examined. The sample included all recipients of aid, all nonrecipients who applied for aid but were not eligible, and a representative sample of controls selected from the 1970-71 entering freshmen class at Washington State University. The results indicate that the receipt of student aid had small positive effects on persistence and that the denial of student aid in the freshman year to a group of applicants who were not eligible resulted in small negative effects on persistence. Contrary to expectation, when structural determinants of persistence were controlled, increasing amounts of financial assistance received per semester were negatively related to semesters attended. (Author/SW)

ED 186 003 IR 008 336

*Swartz, Roderick G.*

**The Development of the Washington Library Network.**

Pub Date-Aug 79

Note-11p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-Septemoer 1, 1979).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Computer Oriented Programs, Development, Libraries, *Library Automation, Library Cooperation, *Library Networks, *Library Services, *Library Technical Processes, *Online Systems, State Programs

Identifiers-*Washington Library Network

The computer design of the system serving the 53 library systems of the Washington Library Network provides nine online files through its integrated bibliographic and acquisitions subsystems. The bibliographic subsystem provides an authority file of author, title, series, and subject headings; a bibliographic file of MARC records on books, films, and serials; a holding file of 340,000 union holdings statements linked to appropriate bibliographic records, a working file of newly created records, and a waiting file of work requests. The acquisitions subsystem includes an inprocess of payment and order records, a standing order file, a library accounts file, and a directory file. The entire bibliographic database serves as a network-wide union catalog and a computer output microfiche catalog provides many participants with primary search tools at their branch libraries. Database searching is available on the full set of access points. Serials ordering, a circulation subsystem and interlibrary loans, and reference services are all facilitated by the computer. The Washington Library Network is presently integrating the Research Libraries Group of Stanford University and has established a cooperative program with the National Library of Australia. (RAA)

ED 186 085 JC 800 294

*Nolan, Edwin J.*

**Should Graduation Be the Only Criterion for Success?**

Pub Date- 79
Note-9p.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Accountability, *Adult Education, *College Role, Community Colleges, Community Services, Educational Responsibility, Enrollment Trends, *Evaluation Criteria, *Graduation, *Institutional Evaluation, Noncredit Courses, Student Educational Objectives, Transfer Programs, *Two Year Colleges, Upper Division Colleges, Vocational Education
Identifiers-*Virginia

Although junior colleges were originally established to provide the first two years of collegiate instruction, the mission of today's community college includes providing not only transfer education, but also certificate or associate degree vocational programs, adult continuing education, and community services. Therefore, the community college can no longer be evaluated solely on the basis of the number of students who graduate. The inadequacy of this evaluation method is reflected in the growing number of students taking advantage of the community college's service/continuing education component. A full 50% of the 1975-76 enrollment in the Virginia Community College System (VCCS), for example, was in non-curricular areas such as career exploration, job skill improvement, and personal development. In recognition of this fact, the VCCS takes this non-curricular enrollment, as well as the number of graduates, into consideration when evaluating individual college performance. The time has come for other institutions to follow this lead and measure institutional success by the degree to which a student's goals are being achieved, and not by the goal of graduation as set by upper-echelon administrators. (JP)

ED 186 150 PS 011 447

**Child Development Associate. Children with Special Needs.**
Eastern Oklahoma State Coll., Wilburton.; Office of Child Development (DHEW), Washington, D.C.; Oklahoma Child Development Associate Policy Advisory Council, Midwest City.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date- 76
Grant-DHEW-OCD-6-C-15
Note-74p.; For related documents, see PS 011 430-446.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Reference Materials (130)

**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Attitude Measures, *Child Caregivers, *Childhood Needs, Community Resources, *Competency Based Teacher Education, Day Care, Disabilities, Early Childhood Education, *Handicap Identification, Learning Activities, Postsecondary Education, *Preschool Teachers, Self Concept, Staff Development, *Training
Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module, one of a series of 18, provides the CDA intern with the knowledge and skills necessary for meeting the developmental levels and needs of individual children. Early sections stipulate the module's competency-based objectives, define terms, and suggest procedures by which trainees can evaluate their strengths and weaknesses. Subsequent chapters discuss identification of children with special needs, handicaps, staff training and preparation, community resources and referral, self-concept development, and activity development. The module also provides nine learning activities for the CDA intern. Also listed are books, pamphlets, films, and cassette tapes related to children with special needs. (MP)

RC

ED 186 280 SE 030 759

*Ward, Barbara*

**Procedural Handbook: 1977-78 Mathematics Assessment.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Report NO.-NAEP-09-MA-40

Pub Date-Apr 80

Contract-OEC-0-74-0506

Grant-NIE-G-80-0003

Note-74p.

Available from-National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 ($3.70); and Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (no price quoted).

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Academic Achievement, Data Analysis, *Data Collection, *Educational Assessment, Elementary School Mathematics, Elementary Secondary Education, Item Sampling, *Mathematics Education, *National Competency Tests, National Surveys, Sampling, Secondary School Mathematics, Statistical Analysis, *Test Construction, Testing Programs

The National Assessment of Educational Progress (NAEP) has completed two assessments of mathematics, the first conducted in 1972-73 and the second during 1977-78. Each assessment surveyed the mathematics achievement of American 9-, 13-, and 17-year-olds, using a deeply stratified, multi-stage probability sample design. This report documents procedures used in the 1977-78 mathematics assessment and also describes changes in procedures between the assessments. Described are specific procedures to develop objectives and exercises, draw the assessment sample, prepare materials for the assessment, administer and score the items, and analyze results. Availability of materials providing information about the results of the assessment is summarized in the final chapter. (Author/MK)

**Minimum Competency Program, Citizenship: Suggestions for Implementation.**
Virginia State Dept. of Education, Richmond.
Pub Date-Feb 80
Note-58p.; Not available from EDRS in paper copy due to poor reproducibility of original document.
Available from-Commonwealth of Virginia, Department of Education, PO Box 6Q, Richmond, VA 23216 ($1.25)
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Citizenship, *Citizenship Education, *Competency Based Education, *Educational Assessment, *Educational Objectives, *Measurement Techniques, Minimum Competencies, Performance, Secondary Education, Skill Development, Social Studies, Testing, Test Items

This monograph explains the need for graduating high school seniors to demonstrate minimum competence in citizenship and suggests performance-related assessment tasks to help school authorities determine whether these competency requirements have been met. Minimum citizenship competencies are interpreted to include essential skills and concepts which are necessary for responsible participation in the American political system. Included in the citizenship curriculum should be information on the role of economics, government, and history, and the impact of world affairs on the individual. The document is presented in five major chapters. Chapter I introduces the program and offers background information on competency requirements. Chapter II suggests how to organize a minimum competency program. Basic organizational features are identifying competencies and student performance indicators, determining assessment procedures and performance standards, and deciding on assessment strategies. Chapter III suggests how to develop performance-related and paper-and-pencil testing instruments. Chapter IV lists minimum citizenship competencies including the ability to recognize and/or demonstrate citizenship rights and responsibilities and to demonstrate understanding and/or knowledge of historical information necessary for effective citizenship. Chapter V presents a bibliography of 20 works on competency testing and related topics. The document concludes with an appendix containing sample performance indicators and test items. (DB)

ED 186 336 SO 012 578

**A Guide to the Use of Street/Folk/Musical Games in the Classroom. Volume III. Street Games.**

Fordham Univ., Bronx, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-143p.; For related documents, see SO 012 576-577.
Available from-Interdependent Learning Model, Fordham University, Thebaud Hall, Bronx, NY 10458 ($4.00)
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Academic Achievement, *Black Culture, *Childrens Games, *Cultural Education, *Educational Games, Educational Objectives, Elementary Education, *Folk Culture, History, Models, Physical Development, Skill Development, Social Development, Teaching Methods
Identifiers-Interdependent Learning Model

This teaching guide is the third volume designed to teach Afro-American children street/folk/musical games in the elementary classroom. It is one of the Interdependent Learning Models (ILM) whose overall objective is for teachers to use the cultures of their students as vehicles for teaching academic skills and content. This volume focuses on eight groups of street games currently played in New York City and other American urban areas. An introduction offers an historical overview of games and a rationale for using street games in the classroom which explains the effects on learning, attention, self-concept, and physical development, as well as benefits for teachers and schools. The second section suggests teaching methods, offers a checklist for using games as teaching tools, and lists ways to collect folk and street games. The eight groups of games follow: Balls and Ball Bouncing games, Circle games, Dominoes, Giant Steps, Hopscotch, Jacks, Jump-Rope, and Skelly. For each game background information, directions for playing, and learning objectives relating to academic, physical, and social skills are presented. Line drawings illustrating the directions are included when necessary. All games are for groups and are non-competitive. (CK)

ED 186 383 SP 015 880

**Cardioenergetics. An Essential Part of the Physical Education Instructional Program.**

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

Pub Date-79

Note-256p.

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors-*Cardiovascular System, *Exercise, Health Education, *Heart Rate, *Learning Activities, *Physical Education, *Physical Fitness, Physiology, Preventive Medicine, Secondary Education

Identifiers-Cardioenergetics

This guide for the development of a secondary school physical fitness and heart disease intervention program promotes the concept of good health through a crossdisciplinary approach to preventive medicine. The fundamental functions of the heart and factors that affect its efficiency are discussed, and exercises for improving cardiovascular functioning are presented, as well as outlines of sample aerobic conditioning programs. (JD)

ED 185 823 FL 011 215

**An Intermediate-Advanced Level German Refresher Course: Book 4, Part 2.**

Defense Language Inst., Monterey, Calif.
Pub Date-60
Note-170p.; For related documents, see FL 011 209-214.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($3.00).
Language-German; English
Pub Type- Books (010) - Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-*Audiotape Recordings, *College Second Language Programs, *Communicative Competence (Languages), Dialogs (Language), *German, Higher Education, Instructional Materials, Language Fluency, Language Skills, Language Tests, Listening Comprehension, *Military Science, Pattern Drills (Language), Pronunciation, *Second Language Instruction, Translation, Vocabulary Development

Book four, part two, of an intermediate-advanced level German refresher course for college students is presented. The volume consists of 25 lessons of text material and 50 prerecorded tapes. A typical lesson with its two accompanying tapes is made up of interrogation, military terminology drill, and a comprehension test. The materials of the first tape of each lesson are divided into four sections: interrogation for listening, interrogation for memorization, additional interrogation for listening, and military terminology drill. The interrogation for listening is a short exchange between an interrogator and a subject in a typical military situation. The interrogation for memorization is a repetition with an opportunity for students to repeat it on tape to facilitate memorization of the material. The military terminology drill consists of a series of military terms, heard first in English and then in German. After students have completely memorized the dialogue they listen to improve pronunciation and to hear the intonation of native German speakers. After this there is an informal checkup by which students test their ability to perform each of the two roles on tape, in turn, from memory. (SW)

*Harry, Keith*

**A Case Study in Distance Learning Systems: University of Nairobi Correspondence Courses Unit.**

Nairobi Univ. (Kenya).
Pub Date-78
Note-20p.; For related document, see HE 012 498
Available from-The Open University, Walton Hall, Milton Keynes, MK7 6AA, United Kingdom
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-African Culture, Case Studies, College Administration, College Admission, College Programs, *Correspondence Study, Curriculum Development, Delivery Systems, Educational Media, Educational Testing, *Extension Education, External Degree Programs, *Foreign Countries, Higher Education, *Institutional Characteristics, Instructional Materials, *Open Universities, Physical Geography, Politics, School Organization, Student Evaluation
Identifiers-*Kenya, *University of Nairobi (Kenya)

A case study of the correspondence course unit at the University of Nairobi, an Open University school, is presented. Areas of discussion include characteristics of the country, the educational system provided by the Government of Kenya, and the correspondence course unit. Specific topics include: the physical setting of Kenya; communications; the political situation; instructional methods and media; course development; student admission, registration and records; student guidance; student assessment and testing; organization and administration of the university; and resources. (SW)

ED 186 229 SE 030 450

*Herriot, Sarah T. And Others*

**Calculus of Elementary Functions, Part IV. Teacher's Commentary. Preliminary Edition.**

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-69

Note-232p.; For related documents, see ED 143 514-517, ED 173 098-099 and ED 173 147. Not available in hard copy due to marginal legibility of original document.

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Answer Keys, *Calculus, Mathematics Curriculum, Mathematics Instruction, Secondary Education, *Secondary School Mathematics, *Teaching Guides

Identifiers-*School Mathematics Study Group

This teacher's guide is designed for use with the SMSG textbook Calculus of Elementary Functions.'' It contains solutions to exercises found in Chapter 9, Integration Theory and Technique; Chapter 10, Simple Differential Equations; Appendix 5, Area and Integral; Appendix 6; Appendix 7, Continuity Theory; and Appendix 8, More About Integrals. (MK)

*Smith, Victor A. Lane, Kathleen Puddy*

**An Evaluation of the Energy Education Curriculum Project Materials in Indiana Elementary Schools.**

Pub Date-Apr 80
Note-59p.; Paper presented at the annual meeting of the American Educational Pesearch Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Curriculum Development, Educational Assessment, *Educational Research, *Elementary Education, *Energy, Energy Conservation, Environmental Education, *Evaluation, Interdisciplinary Approach, Research, *Science Education, Surveys
Identifiers-*Energy Education

Presented is the evaluation of a K-6 collection of energy education materials developed to be used primarily with social studies and science classes. The objectives of the evaluation were two-fold: (1) to formatively evaluate the lessons to provide further direction for development and revision; and (2) to summatively evaluate the use of the materials by teachers and the impact of the materials on students and teachers. (Author/RE)

ED 186 356 SP 015 211

*Arbogast, Gary W.*

**An Investigation of Elementary School Physical Education Experiences of Selected Entering Education Majors.**

Pub Date-Oct 78
Note-43p.; Paper presented at the Annual Conference of the New Mexico Association of Health, Physical Education, and Recreation (Silver City, NM, October, 1978).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Attitudes, Classroom Environment, *Early Experience, Education Majors, *Elementary Education, Learning Activities, *Physical Education, *Recreation, *Student Experience, Student Teacher Relationship, Teaching Methods

The elementary school experiences of 418 entering education majors at the University of New Mexico were investigated to determine the extent to which early experience may or may not have influenced the students' choice of physical education as a career. Data was collected concerning the following variables: 1) number of students whose shools had elementary-level physical education specialists, as opposed to those that had a regular classroom teacher doubling as a physical education instructor; 2) the amount of time allotted to physical education activities; 3) teaching methods used by the students' instructors; 4) the equipment and facilities which were available; 5) the types of activities; and 6) the attitudes and perceptions education majors harbored regarding their elementary physical education experiences in general. A summary of research findings is included. (LH)

ED 185 902

HE 012 550

**Accountability: Restoring the Quality of Partnership.**
National Commission on Research, Washington, D.C.
Pub Date-Mar 80
Note-43p.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Accountability, Budgeting, College Presidents, Educational Finance, Expenditures, *Federal Government, *Government School Relationship, *Higher Education, Position Papers, Power Structure, Program Administration, Program Evaluation, *Scientific Research, Universities
Identifiers-*Research Administration, *Research Universities

The first in a series on the relationship between the federal government and research universities, this report asserts that basic research is conducted in the public interest. Viewpoints of the government and the universities on accountability problems and issues are presented. Two types of accountability are considered: scientific, and financial and administrative. The methods currently used to attain these types are described. The disagreement on accountability is expressed by opposing contentions: (1) that university research administration is inadequate, and (2) that government procedures do not fit university research. Among the recommendations emeging from the study are that government and universities make concerted efforts to overcome the mutual suspicions and misunderstandings that have developed; that a new system of accountability be developed tailored to the nature of the activity and based on a set of minimum core requirements; that federal cost and management principles be revised as soon as possible; that funding agencies have an opportunity to comment on draft audit findings and final scientific reports; that simpler and less costly methods be developed for effort reporting; that university presidents review their financial management systems; that universities be delegated more budgeting authority; and that unnecessary restraints on the timing of expenditures be eliminated. Appended are a list of references and a list of university and agency witnesses''. (MSE)

*Millard, Richard M.*

**Increased Administrative Authority of 1202 Commissions and Their Projected New Roles with Continuing Education.**

Pub Date-22 Apr 80
Note-25p.; Paper presented at the National University Extension Conference (San Diego, CA, April 22, 1980)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Administrative Organization, Adult Education, *Continuing Education, Educational Legislation, Educational Planning, Educational Policy, *Federal Legislation, *Federal State Relationship, Financial Support, Government Role, Higher Education, *Lifelong Learning, Planning Commissions, *State Agencies, *Statewide Planning
Identifiers-*1202 Commissions, Higher Education Act 1965

Purposes of 1202 Commissions and projected new roles with respect to continuing education are discussed. Both the House and Senate versions of the legislation reauthorizing the Higher Education Act of 1965 delete any reference to 1202 Commissions and substitute for it a state agreement provision. What in effect the new legislation does is to carry forward the 1202 functions, to reinforce further the recognition of the federal interest in comprehensive statewide planning, but to leave the matter of structure and means of accomplishing educational objectives to states, their legislatively authorized higher education boards or agencies, and to institutions. One of the changes related to the 1202 Commissions or the 1202 functions of state higher education agencies is an increase in the scope of statewide planning. A second change is the number of states in which responsibility for administration of Title I has been assigned to the principal state agency responsible for coordination or governance of higher education in spite of the fact that the federal legislation does not mandate such consolidation. A third change indicating a concern for continuing, adult education, and lifelong learning has been frequent funding for studies of and planning in this area. The new Title I and policy issues on the state level related to continuing education and social policy are considered. (SW)

ED 185 981 IR 008 310

*Campbell, H. C.*

**Public Library Legislation at the Local and State Level.**

Pub Date-Aug 79

Note-11p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). For related documents, see IR 008 306, IR 008 309-312, IR 008 326, IR 008 341, IR 008 352, IR 008 359, IR 008 369, and IR 008 371. Best copy available.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Federal Legislation, Library Planning, *Library Services, *Local Legislation, National Libraries, *Public Libraries, *State Legislation, State Libraries

Integration of local and national legislation is a necessity if libraries and library services for the public are to be well supported and widely available. Dating from the discovery of printing, local and national library legislation have gradually emerged to support libraries financially and to provide free service to the public, often without clear coordination of objectives and support arrangements. A model act that provides local as well as national objectives of library service may be found in Singapore. Some socialist countries have successfully enacted national laws integrating state and local regulations, while larger federated countries often exhibit disparity in integrated legislative systems. Since 1974 UNESCO has provided guidelines for national documentation, library, and archive infrastructure which are now being adopted by many nations. Political and legal influences generally shape library legislation. The fundamental steps involve determination of legislative intent, agreement on the expression of legislative policy, and the formulation of texts setting out agreed policies. Issues to be confronted include country wide standards of service, adequate supervision authority, financial support, and provision for future development and cooperative endeavors. These issues may be used to qualify existing legislation and to seek needed revision. (RAA)

ED 186 028 IR 008 396

*Hailer, Harvey A.*

**Uses of Individualized Instruction in Training by High-Technology'' Firms in the San Jose, California Area.**

Pub Date-30 May 79

Note-108p.; Master's Thesis, San Jose University.

Pub Type- Dissertations/Theses - Masters Theses (042) - Information Analyses (070)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Computer Assisted Instruction, Computer Science, Cost Effectiveness, *Electronics Industry, *Individualized Instruction, *Industrial Training, Interviews, Literature Reviews, Questionnaires, State of the Art Reviews, *Use Studies

Identifiers-*California (San Jose)

A literature review was conducted to examine the current status, advantages, and cost-effectiveness of individualized instruction in industrial training in over 30 companies and training specialists in 11 electronics and computer-related firms were interviewed to determine the current use of individualized instruction in employee training programs. Media utilization, instructional development methods, general trends, and predictions for future training methods in these companies were also examined and compared. Results indicated that in-house training is growing in importance as a result of a shortage of experienced staff; feedback, evaluation, and revision are the weakest aspects of instructional design schemes used in the electronics industry; training of manufacturing skills will increase rapidly and use individualized instruction extensively; and individualized instruction, which is cost-effective and useful in handling problems created by geographic dispersal of employees, is a medium of high potential growth for training in technical subject matter. Appendices include the interview instrument; a list of firms in the San Jose area involved in electronics, computers, and related equipment with over 500 employees; an interview with a firm's training coordinator; and a list of the firms interviewed. (CMV)

ED 186 107 PS 011 371

*Giovannoni, Jeanne M. Becerra, Rosina M.*
**Defining Child Abuse.**
Pub Date-Oct 79
Note-302p.
Available from-The Free Press, 866 Third Avenue, New York, NY 10022 ($15.95)
Pub Type- Books (010) - Reports - Research (143)
**Document Not Available from EDRS.**
Descriptors-Administration, *Child Abuse, *Child Neglect, Community Study, *Definitions, History, *Intervention, *Policy Formation, Professional Personnel, Surveys
Identifiers-*California

In seeking to clarify the meaning of the terms child abuse'' and child neglect'' it has been assumed that, like other forms of social deviance, they are socially defined phenomena. Interviews were conducted with those professionals (lawyers, pediatricians, police officers, and social workers) who daily handle the problems of abuse and neglect for the County of Los Angeles, and with a representative sample of the general population. In addition, a sample of actual cases of child abuse and neglect drawn from four counties in California were studied. Measures were developed to assess the relative seriousness of the specific incidents of abuse and neglect that had brought the 949 families in the sample under the aegis of protective intervention. The relationship between the seriousness of the incident and the way in which the family was handled was analyzed. The book begins with an overview of the problems involved in defining child abuse. This is followed by a historical review of the changing conceptions of the problems over the past 300 years. The surveys of professionals and the general population are reported in Chapters 3 and 4, respectively. Examination of the actual cases is presented in Chapter 5. The book concludes with a discussion of the policy implications derived from the research. Categories of mistreatment and professionals, ratings, an overview of research methods, and additional tables of data are appended. (Author/RH)

ED 186 129 PS 011 416

*Dorval, Bruce*

**The Development of Conversation.**

Pub Date-Apr 80
Note-10p.; Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 17-19, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Adolescents, *Adults, Age Differences, *Children, Communication (Thought Transfer), *Cooperation, Discourse Analysis, Elementary Secondary Education, Group Discussion, Interaction, *Language Acquisition, Perspective Taking, Social Development, *Verbal Communication
Identifiers-*Conversation

This study investigates cooperation in conversation among group members at five educational levels. In groups of six (three males and three females) second-, fifth-, ninth-, and twelfth-graders and college students met for 10 meetings of 20 minutes to an hour's duration. Members decided discussion topics and procedures. These meetings were tape recorded and the eighth meeting was transcribed as the source of data for each group. Each remark of a transcript was coded independently by two coders into one of five categories which served to describe how a remark was related to directly preceeding remarks on a particular topic. These categories were: unrelated; tangential; related; factual evaluation/elaboration/question; and perspective-oriented evaluation/elaboration/question. Developmental changes in conversational quality were assessed primarily by developmental trends in the proportion of remarks in each of the five categories of topic relatedness. Unrelated and tangential remarks were frequent only among second graders. Frequency of related remarks was high among elementary school students and lower among high school students. More complex remarks were frequent among ninth graders and increased in frequency among older students. Perspective-oriented statements were noticeably frequent only among twelfth graders and college students. Results are taken as evidence that the conversational quality achieved within small groups changes markedly across the public school age span. (Author/RH)

ED 186 205 RC 012 041

**Trust Territory of the Pacific Islands. 1978 Annual Report.**
Department of the Interior, Washington, D.C.
Pub Date-78
Note-232p.; For related document, see ED 171 492. May not reproduce well due to small print size.
Available from-Office of High Commissioner, Bureau of Public Affairs, Printing and Publications Office, Trust Territory of the Pacific Islands, Guam 96950 ($2.00)
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110) - Collected Works - Serials (022)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Annual Reports, Demography, *Developing Nations, Economic Development, *Economic Factors, Elementary Secondary Education, Employment, *Financial Policy, *Government (Administrative Body), Health, Higher Education, Natural Resources, *Public Education, *Social Action, Social Agencies, Social Indicators, Social Services, Tourism, Transportation
Identifiers-*Micronesia

Social, political, and economic advances in Micronesia during fiscal year 1978 are highlighted in this annual report to the United States Secretary of the Interior. Introductory chapters summarize the year's achievements and present major events in chronological order. Items include creation of a 200-mile fishery zone for Micronesia and provision for the regulation of living resources within the area, the first shipment of copra oil to markets outside the Trust Territory, dedication of the 116-bed Ponape Referral Hospital, acquisition of a $16.5 million contract for construction of Truk Airport on Moen, accreditation of the Community College of Micronesia, inauguration of the first elected governor and lieutenant governor of Truk District, and the referendum on the constitution for the Federated States of Micronesia. Separate chapters discuss political, economic, social, and educational advancement, providing an overview of each area as well as descriptions of specific programs and achievements. The final section provides 120 pages of statistical data related to demographic characteristics of the population, employment, trade, agriculture, tourism, government finance, vital statistics, public health, school enrollments, and crime. (JH)

ED 186 319

SO 012 556

*Arnold, Fred And Others*

**The Value of Children: A Cross-National Study, Volume One. Introduction and Comparative Analysis.**

Hawaii Univ., Honolulu. East-West Center.
Pub Date-75
Note-259p.; For related documents, see SO 012 082 and SO 012 557-561.
Available from-University Press of Hawaii, 2840 Kolowalu Street, Honolulu, HI 96822 ($2.75)
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC11 Plus Postage.**
Descriptors-Abortions, *Children, Comparative Analysis, Contraception, *Cross Cultural Studies, Developed Nations, Developing Nations, *Family Planning, Foreign Countries, *Parent Attitudes, Participant Characteristics, Policy Formation, Population Trends, Research Methodology, Social Science Research, *Socioeconomic Influences, Tables (Data), *Values
Identifiers-Hawaii, Japan, Korea, Philippines, Taiwan, Thailand

The volume, first in a series of seven, discusses the Value of Children Project, a cross-cultural survey designed to analyze reasons for married couples' wanting or not wanting children. The sample includes participants from the Republic of China (Taiwan), Japan, the Republic of Korea, the Philippines, Thailand, and the United States (Hawaii). The document is presented in six chapters. Chapter I discusses theoretical and conceptual aspects of the research, reviews policy issues, and describes procedures in organizing the study. Chapter II deals with the methodology and Chapter III provides descriptive data on the samples in the six countries. These data include demographic characteristics, family size, contraceptive use and timing, and attitudes toward birth control and abortion. Statistics are categorized according to husband/wife perceptions of the advantages and disadvantages of having children, the five most frequently mentioned reasons for wanting children by country, son and daughter preference, and family size values. Chapter IV focuses on the relationship between variables relating to the value of children and culture and socioeconomic status. Chapter V examines background characteristics of participants by analyzing the strength of relationships among sociodemographic variables, economic and social-psychological dimensions of having children, and fertility and family planning indices. Chapter VI discusses findings and makes policy and program recommendations. A copy of the core questionnaire is provided. (KC)

ED 185 844 FL 011 331

*Williams, Linda K.*

**The Risks of Initial Reading Instruction in an Immersion English as a Second Language Situation.**

Pub Date-May 79

Note-34p.; M.A. Thesis, San Diego State University.

Pub Type- Reports - Research (143) - Dissertations/Theses - Masters Theses (042)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Communicative Competence (Languages), Elementary Education, English (Second Language), Language Research, *Miscue Analysis, Reading Achievement, *Reading Comprehension, *Reading Processes, *Spanish Speaking, Speech Skills

Identifiers-*Bilingual Inventory of Natural Language, *Reading Miscue Inventory

The progress and problems of five Spanish-speaking fourth graders who have learned to read only in English are traced. An attempt is made to ascertain the relationship between oral fluency in Spanish and English and reading ability in English, the effects of dialect-based miscues on reading comprehension, and the types of reading strategies these students employ. Measurement tools used were the Bilingual Inventory of Natural Language and the Reading Miscue Inventory. The results of these are tabulated, and explained in detail with examples. Results of the study show a high degree of correlation between oral fluency in Spanish and English, and reading ability in English. Dialect-based miscues did not hamper reading comprehension; the students did not demonstrate a need to have the printed word make sense. However, the ESL teacher is mandated to stress the centrality of meaning in the reading process. (PMJ)

*Arya, R. C.*

**The Question of Methodology in the Teaching of Literature.**

Central Inst. of English and Foreign Languages, Hyderbad (India).
Pub Date-77
Note-19p.
Journal Cit-CIEFL Bulletin; v13 n1 p19-36 1977
Pub Type- Opinion Papers (120) - Journal Articles (080)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Course Content, *Course Objectives, *Critical Reading, Higher Education, Language Teachers, Literature, *Literature Appreciation, *Media Selection, Reading, Student Teacher Relationship, Teacher Effectiveness, Teacher Qualifications, Teacher Role, *Teaching Methods

The existing methods for the teaching of literature in colleges and universities in India are summarized with reference to the aims of such programs. Lectures, tutorials, and seminars do not promote the learning of literature or critical thinking because teachers are not adequately prepared to be specialists in different periods or styles of literature and students do not work independently. The Practical Criticism'' method wherein students read on their own and discuss together with the teacher only interjecting corrections, and the Peripatetic Method'' of the ancient Lyceum are favored. Group discussions, workshops, and seminars will promote the development of critical thinking. Those involved in setting course materials must follow the same careful procedures for selection, grading, and presentation as are followed in language instruction. (PMJ)

*Smith, Jeff E.*

**The National Conference on Desegregation in Higher Education: An Evaluation Report.**

North Carolina Central Univ., Durham.

Pub Date-1 Mar 80

Note-38p.; Not available in paper copy due to marginal legibility of original document.

Pub Type- Reports - Evaluative (142) - Collected Works - Proceedings (021)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*College Desegregation, College Planning, *Conferences, Desegregation Effects, *Desegregation Plans, *Higher Education, Information Dissemination, *Participant Satisfaction, *Program Evaluation

An evaluation report from a national conference on desegregation in higher education is presented. The conference was held in Raleigh, North Carolina, July 18-20, 1979, under the auspices of North Carolina Central University. Conference sponsors were the ERIC Clearinghouse on Higher Education, Educational Testing Service, the North Carolina Humanities Committee, the School of Education at The University of North Carolina at Chapel Hill, and the Institute on Desegregation. It was designed to provide opportunities for individuals involved in developing and implementing desegregation policies to participate in and react to general and concurrent sessions dealing with the impact of desegregation policies in higher education on students, staff, faculty, individual institutions, statewide systems of education, and society. The conference was also organized to give researchers an opportunity to share the major findings and implications of their research with those who develop or implement desegregation policies at state and institutional levels. Information is presented on the following: demographic characteristics of conference participants; distribution of and response to evaluation forms; background of respondents, including agency and organization affiliation, residence, sex, and race, and highest level of educational attainment. Information is also presented on participant response concerning conference promotion and publicity, conference dates, conference length, conference program content and quality, and overall reaction of respondents to the conference. Samples of both positive and negative reactions from individual participants are included. Suggestions for future conferences are included. (SW)

ED 186 049 JC 790 534

*Tulloch, Jacquelyn B.*

**Identification and Elimination of Sex Stereotyping and Sex Bias in Vocational Guidance and Counseling at Piedmont Virginia Community College: Annual Report.**

Piedmont Virginia Community Coll., Charlottesville, Va.
Spons Agency-Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
Pub Date-20 Jul 79
Note-30p.; Appendices E, F, H, and K were deleted due to irreproducibility
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Affirmative Action, *Career Guidance, *Community Colleges, Counselor Training, Evaluation Methods, *Faculty Development, *Females, Inservice Education, Learning Laboratories, *Mathematics Anxiety, Nontraditional Occupations, Questionnaires, Resource Materials, Seminars, *Sex Bias, Sex Fairness, Sex Stereotypes, Two Year Colleges, Workshops

The OPTIONS Project was undertaken at Piedmont Virginia Community College (PVCC) to identify and eliminate sex stereotyping in vocational guidance. As part of this effort, a series of workshops was held that resulted in a heightened sensitivity, on the part of counselors, to sex stereotyping and greater awareness of the problem in the college at large. Another component of the project resulted in the evaluation of career resource materials at the career library and the development of a procedure for assessing new materials as they are added to the collection. Additionally, the project sought to investigate the causes of math anxiety and explore ways of eliminating it. Efforts in this area included a one-day workshop and two seminars for counselors and instructional staff that focused on reducing math anxiety, as well as the piloting of an open math lab and the development of support materials. Finally, in order to achieve objectives related to the planning and implementation of programs and the development of materials responding to the needs of PVCC women, visits were made to model programs at other colleges, four seminars on sex bias and stereotyping were conducted for students, and career materials designed for women were purchased. The project report is appended by materials related to project activities, including questionnaires, survey results, descriptive materials, and time-tables. (AYC)

ED 186 067 JC 800 236

*Heck, Shirley F. Weible, Thomas*

**College Students' Perceptions of the Real and Desirable Environmental Variables on a Two-Year Commuter Campus.**

Ohio State Univ. Mansfield Campus.
Pub Date-78
Note-42p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Age, Ancillary School Services, Career Choice, College Choice, *College Environment, Commuter Colleges, Courses, Employment, Females, Human Relations, Literature Reviews, Majors (Students), Males, Marital Status, *Participant Satisfaction, Place of Residence, Questionnaires, *Self Concept, State Universities, Student Adjustment, *Student Attitudes, Student Characteristics, Student Personnel Services, Student Teacher Relationship, Two Year Colleges, *Two Year College Students

In an effort to identify the motivational factors contributing to student retention or attrition, 487 students at the Mansfield Campus of Ohio State University (MC-OSU), a two-year, commuter campus, were surveyed to determine their characteristics and reasons for choosing MC-OSU and to assess the variances between their perceptions of the real and desirable campus environment. The questionnaire contained 54 items measuring student perceptions of self-concept, human relations in the college environment, career options, course offerings, and support services. Participants were asked to evaluate the degree to which each item represented the real campus environment and the degree to which it was desirable. The survey revealed several conditions and services which the students found less than ideal, including: (1) their confidence in their ability to solve academic and personal problems and to succeed academically, socially, and in their career; (2) the degree to which they and their opinions were accepted and valued by peers and faculty; (3) their freedom to ask questions and express opinions in class; (4) their certainty about and enthusiasm for their career choice; (5) their concern for their grades and academic ability; (6) their ability to use the library, apply study skills, and prepare adequately for class; (7) the accessibility of instructors; and (8) academic advisement and personal counseling. (JP)

ED 186 086 JC 800 297

*Mackin, Sara Lee*

**Development of an Academic Alert and Advisement System Using a Participational Governance Structure.**

Pub Date-Jun 79

Note-63p.; Ed.D. Practicum, Nova University

Pub Type- Reports - Descriptive (141) - Dissertations/Theses - Practicum Papers (043) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*Academic Achievement, *Community Colleges, *Computer Oriented Programs, Educational Counseling, *Feedback, Literature Reviews, Program Development, Program Implementation, *Referral, *Student Evaluation, Teacher Attitudes, Two Year Colleges, Two Year College Students

Identifiers-Miami Dade Community College FL, *Progress Reporting

Due to the implementation of new standards for academic progress in Fall 1978 and the resultant suspension of or imposition of credit limitations upon students not meeting these standards, Miami-Dade Community College developed and tested an academic alert program in which computer-generated letters were sent to students at mid-term to provide an assessment of their academic progress and to refer them to appropriate counseling services. A project committee, with representatives from each of the college's four campuses, composed messages for each of 14 unique student groups. These messages were based upon progress reports from faculty and predetermined criteria, including course load, reading level, native language, physical limitations, math scores, and age. Computer programs, incorporated in the college's Response System with Variable Prescription data processing system, were used to place students in appropriate categories and to generate the letters. The warning system, when used with first-time students in mid-Fall 1978, revealed that 43% needed to improve in at least one course and that there was a close correlation between attendance and performance. The study report provides a literature review, academic alert and advisement statistics, a proposal for program evaluation, and a discussion of the participatory governance system used in developing the alert and advisement system. (JP)

ED 186 168 RC 011 967

*Herriott, Robert E., Ed. Gross, Neal, Ed.*

**The Dynamics of Planned Educational Change: Case Studies and Analyses.**

Abt Associates, Inc. Cambridge, Mass.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-409p.
Available from-McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, CA 94704 ($15.20)
Pub Type- Books (010) - Reports - Research (143) - Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Case Studies, *Change Strategies, Educational Administration, *Educational Change, Federal Aid, *Federal Programs, Financial Support, Innovation, Problems, Program Development, *Rural Education, Rural Schools, School Districts, *School Organization, *Small Schools
Identifiers-*Experimental Schools Program

During the past two decades federal, state, and local school leaders have attempted to institute major changes in educational programs and organizational arrangements. Recent assessment studies reveal that the great majority of change efforts did not meet intended objectives. As a result, policy formulators have developed serious reservations about the ability of school officials to institute successful reforms. This book is designed to help educational officials become more incisive analysts of the process of organizational change. It presents case studies of five rural small school systems located in different regions of the nation that received funding from the federal Experimental Schools Program from 1972 to 1977 to carry out comprehensive change projects, and analyzes each one in depth and from different perspectives. Part I provides ideas and background information needed to identify and examine factors that facilitate or block educational change efforts. Part II discusses the contexts in which such efforts occur and conditions that can impede or facilitate their development. Part III analyzes the case studies and considers their implications for those who have a major stake in the process and outcomes of change efforts. Part IV examines ways in which the case study findings call for a revision in existing change frameworks and considers their implications for the improvement of change efforts at both the federal and local levels. (Author/NEC)

ED 186 186 RC 012 019

*Brod, Rodney L. And Others*

**Recruitment and Retention of Federally Employed Physicians on the Navajo Indian Reservation.**

Navajo Health Authority, Window Rock, Ariz.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date- 80

Contract-DHEW-1-MB-24386

Note-39p.; Earlier version presented at the annual Rural Sociological Society meeting (Burlington, VT, August, 1979).

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Altruism, *American Indian Reservations, Attitudes, Individual Characteristics, *Job Satisfaction, Life Style, Organizational Climate, Physician Patient Relationship, *Physicians, *Recruitment, *Rural Areas, Social Environment, Socioeconomic Background, *Work Environment

Identifiers-Indian Health Service, *Navajo (Nation)

Special difficulties surround the efforts of the Indian Health Service (IHS) to recruit and retain physicians for its extensive health care delivery systems on Indian reservations, particularly those of the Navajo. A comprehensive questionnaire survey obtained data on the background and attitudes of federal physicians practicing in each of the 8 IHS clinical facilities on the Navajo Reservation; 90 (79%) of the 114 questionnaires distributed were returned. Factor analysis of the data indicated that the decision to practice on the reservation was motivated primarily by altruism and the cultural and recreational attractions of the Southwest; subsequent job-related satisfaction centered around relationships with Indian patients and the local community. These findings have significant practical implications for recruitment and retention, e.g., appealing to altruistic feelings, publicizing the leisure and life style opportunities of the Southwest, and emphasizing the attractions of community medicine in unique cultural settings. Since physician background, job-related satisfaction, and location factors in the study accounted for only 34% of the total variance in physician's plans to stay in IHS, much of the unexplained variance may be due to professionalization patterns and bureaucratic policies within the IHS; and future studies should incorporate these factors in their predictive models. (JH)

## ED 186 230 SE 030 495

*Schlenker, Richard M. Perry, Constance M.*
**An Annotated Bibliography of Marine Education Bibliographies.**
Pub Date-Feb 80
Note-9p.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Annotated Bibliographies, *Elementary Secondary Education, Environmental Education, *Instructional Materials, Marine Biology, *Oceanography, *Resource Materials, Science Education, Water Resources

Compiled are twenty citations on marine education available to participants of the 1978 and 1979 National Marine Education Conferences. Entries are listed alphabetically by author. Each citation is annotated and the publisher listed. (BT)

## ED 186 231 SE 030 499

*Allen, Rodney F., Ed.*
**Exemplary Energy Education Lessons for Elementary School Students, K-6.**
Tri-County Teacher Education Center, Sebring, Fla.
Spons Agency-Florida State Dept. of Education, Tallahassee. Office of Environment Education.; Governor's Energy Office, Tallahassee, Fla.
Pub Date-80
Note-58p.
Pub Type- Guides - Classroom - Teacher (052) - Non-Print Media (100)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Class Activities, Conservation Education, *Elementary Education, *Energy, *Energy Conservation, Environmental Education, *Science Education
Identifiers-*Energy Education

This collection of energy lessons is assembled from teacher-written units. The collection is prefaced by background information on the issues associated with current energy problems. Each lesson contains a statement of objectives and a description of the activity. Additional information on variations and materials is provided where appropriate. (RE)

ED 186 337 SO 012 579

*Wise, John H.*

**The Value and Use of Music in Geographic Education.**

Pub Date-1 Nov 79

Note-23p.; Paper presented at the National Council for Geographic Education Conference (Mexico City, Mexico, November 1, 1979).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Elementary Secondary Education, *Geography Instruction, Higher Education, Human Geography, *Interdisciplinary Approach, *Music, Music Appreciation, *Physical Geography, Teaching Methods

This paper provides examples of how music can be used in geography instruction at the elementary, secondary, or college levels. The occasional use of music can foster imagination and promote greater aesthetic awareness with regard to landscapes and human situations. Many concepts and terms in physical geography can be lined with music. A good example is the Czech Vltava'' from the symphonic cycle Ma Vlast'' composed by Bedrich Smetana in 1874 when he was totally deaf. This composition, used in conjunction with color slides of the landscape which correlate with the music, can be used to show students the course of the river Vltava as it flows through woods and meadows, past villages, through rapids and then as a broad and noble river approaching Prague. Another example is the 1812 Overture'' which, with its graphic and melodious representation of events surrounding the Battle of Borodino, can be an exciting catalyst for various interrelated concepts in lessons which range from glacial deposition to the North European plain and Soviet settlement patterns. The paper goes on to list musical selections which can be descriptive of land and sea scapes, climatic conditions, historical events and which may be evocative of the ethos and culture of political areas and national groups. (Author/RM)

ED 186 384 SP 015 897

*Klinzing-Eurich, Giesla Klinzing, Hans Gerhard*

**Adaptation and Evaluation of Minicourses in West Germany.**

Pub Date- 79
Note-106p.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Learner (051) - Reports - Research (143)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-*Minicourses, *Program Effectiveness, Program Evaluation, Relevance (Education), *Teacher Education, *Teaching Methods
Identifiers-West Germany

This document describes the adaptation of an American inservice teacher training package to German teacher education programs. Far West Laboratory's Minicourse Nine'' was processed in two steps in order to field-test the material and to eliminate possible language inconsistencies. Difficulties in the transference of educational material from one sociocultural context to another are discussed. Results indicate that the minicourse method of inservice teacher instruction is effective in German as well as in American contexts, and guidelines are suggested for the future transfer of teacher education materials. (LH)

ED 185 885 HE 012 500

*Goodenough, S.*

**A Case Study in Distance Learning Systems: Panjab University, India.**

Punjab Univ. (India).

Pub Date-Dec 78

Note-38p.; Five pages of statistical data and a newspaper clipping may not reproduce well.

Available from-The Open University, Walton Hall, Milton Keynes, MK7 6AA, United Kingdom.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Case Studies, College Administration, College Programs, *Correspondence Study, Curriculum Development, Delivery Systems, Educational Media, Educational Testing, *Extension Education, External Degree Programs, *Foreign Countries, Higher Education, *Institutional Characteristics, *Open Universities, Physical Geography, Politics, School Organization, Student Characteristics, Student Evaluation

Identifiers-*India, *Punjab University (India)

A case study of the Directorate of Correspondence Courses at Panjab University, an Open University school in India, is presented. Areas of discussion include characteristics of the country, the educational system in India, and the Directorate of Correspondence Courses. Specific topics include: the physical setting; the population; the economy; the government; communications; the various levels or types of education offered in India; characteristics of students of the Directorate of Correspondence Courses; courses; curriculum development; instructional meetings and media; delivery systems; student admission, registration, and records; academic support services; student assessment and testing; and the organization and administration of the university. (SW)

## ED 186 004 IR 008 337

*Tammekann, Eeva-Maija*

**The Impact of Legislation upon Management.**

Pub Date-Aug 79

Note-8p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Employment Qualifications, Foreign Countries, *Government Role, *Legislation, *Library Administration, Library Personnel, Library Planning, *Sciences

Identifiers-*Finland

Legislation affecting scientific libraries in Finland is reviewed in the areas of staffing, inter-library cooperation, library financing, qualifications for scientific library posts, economic administration, and planning. (RAO)

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## ED 186 005 IR 008 338

*Lloyd, Geoffrey*

**BSO Broad System of Ordering.**

Pub Date-Aug 79

Note-10p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Classification, *Information Networks, Information Retrieval, *Information Systems, *International Programs, Sciences, *Subject Index Terms

Identifiers-*Scientific and Technical Information, *UNISIST

The Broad System of Ordering (BSO), a subject-indication coding and ordering scheme developed to meet the requirements of the UNISIST program for an international switching mechanism between information systems using diverse indexing/retrieval languages is described. The scope and purpose of the BSO, its development and testing, a schematic outline of the schedule, and an explanation of its main features (facet design, treatment of composite subjects, notation, and alphabetical index) are presented. The report concludes with a brief review of future needs and prospects for the new ordering system. (Author/RAO)

ED 186 151 RC 010 759

*Rosenblat, Marilyn L. And Others*

**The Iroquois People: We Are All Born of the Same Mother. A Reference Guide, Title VII.**

Buffalo Public Schools, N. Y. Div. of Curriculum Evaluation and Development.
Pub Date-73
Note-31p.
Pub Type- Guides - General (050) - Reference Materials (130)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Acculturation, *American Indian Culture, *American Indian Reservations, *American Indians, Communication (Thought Transfer), Community, Educational Philosophy, Elementary Secondary Education, Family Life, Games, Government Role, *Inventions, Occupations, Reference Materials, Religion, Sex Role, *Treaties, Tribes, *United States History, Values
Identifiers-*Cultural Contributions, *Iroquois (Nation), Tribal Government

Written for classroom teachers grades K-12, this reference guide on the Iroquois Indians provides an overview of history, religion, and culture and points out contributions of the Iroquois people.

Concentrating on chronological history, the guide begins with formation of the Iroquois Confederacy (later a League of Six Nations) and continues after arrival of the white man with the role of the Iroquois in the French and Indian War, Revolutionary War, and during the postrevolutionary period. In a section on Iroquois culture, the guide covers traditional religion and kinship and family systems (the clan), and gives a physical description of a typical village. Current locations of Iroquois homelands in the U.S. and Canada are listed, and a brief description on occupations looks at traditional occupations for men and women and job trends today. There are sections on communication (listening, storytelling, learning, wampum, pictographs, Condolence Cane), schools, travel, recreation (Iroquois contribution of Lacrosse), arts and crafts, and music. Assimilation of the Indian is briefly discussed, and a longer section traces the history of government policies regarding Indians, with specific examples of land issues affecting Indians. A final section mentions Indian contributions, particularly those of the Iroquois. The guide has a teacher reference bibliography, Indian interest organizations list, and instructional aids available. (RS)

ED 186 257 SE 030 641

*Smith, Herbert A.*

**A Report on the Implications for the Science Community of Three NSF-Supported Studies of the State of Precollege Science Education.**

American Association for the Advancement of Science, Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jun 79
Contract-NSF-SED-7820367
Note-41p.
Pub Type- Information Analyses (070)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Educational Assessment, Educational Objectives, Educational Research, Elementary School Science, *Elementary Secondary Education, *Program Evaluation, Science Course Improvement Projects, *Science Education, Secondary School Science

This critical, analytical, and interpretive review of three National Science Foundation-supported studies of the state of precollege science education examines the implications that these studies may have for the science community. Areas discussed include student problems, teacher preservice and inservice education, curricular innovations and reforms in elementary and secondary school science, laboratory instruction, teaching resources, national and local perceptions of the educational system, and values problems. One recommendation made among others is that a commission be established to examine in depth the goals and purposes of precollege education. (Author/CS)

ED 186 281 SE 030 760

**How We Make Energy Work: Grades 4, 5, 6 Science.**

National Science Teachers Association, Washington, D.C.
Spons Agency-Department of Energy, Washington, D.C. Office of Consumer Affairs.
Report NO.-DOE/CA/06083-02
Pub Date-Apr 80
Contract-EC-77-C-01-6083
Note-80p.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Class Activities, Conservation Education, *Curriculum Guides, *Economics, Electricity, *Elementary Education, Elementary School Science, Energy, *Energy Conservation, Environmental Education, Fuel Consumption, *Fuels, Instructional Materials, Natural Resources, Nuclear Physics, Petroleum Industry, *Science Education, Solar Radiation, Utilities
Identifiers-*Energy Education

This packet of units is designed to focus on the technological aspects of energy. Four units are presented, with from 1-4 lessons included in each unit. Units include: (1) basic concepts and applications of energy; (2) steps and processes of energy production and transmission; (3) fuel acquisition; and (4) energy futures and application of non-fossil fuel energy sources. Twenty activity masters are included in this teacher's guide. (RE)

ED 186 301 SO 012 499

# The End of the Beginning: A Multicultural Conference Part I New England Teacher Corps Network, Portsmouth, N.H.

Pub Date-May 79
Note-54p.
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Concept Formation, Conference Proceedings, Curriculum Development, *Educational Objectives, Elementary Secondary Education, *Evaluation Criteria, Formative Evaluation, Higher Education, Inservice Education, Instructional Development, *Multicultural Education, Teacher Developed Materials, Teacher Education

The document presents information on planning, teaching, and evaluating multicultural education programs. Although most of the examples are based on current multicultural projects in New England, the authors believe that the material presented can also be useful to classroom teachers in other regions. The document contains two components. The first component describes a conference at which teachers exchanged ideas on multicultural education, identified multicultural education resources, and developed ideas for relating multicultural concepts to social studies classroom activities. In addition, evaluation data regarding conference activities and objectives is included. The second component presents materials, conference papers, objectives, and resources to help teachers set up a multicultural education program.

Information is presented on approaches to multicultural education, the role of multicultural education in the curriculum, multicultural curriculum dimensions for teacher and inservice education, regional multicultural resources (mostly in New England) and activity ideas for various grade levels including analyzing reading assignments and television programs, participating in field trips, and comparing values held by different ethnic groups. (DB)

ED 186 357 SP 015 224

**Healthy People. The Surgeon General's Report on Health Promotion and Disease Prevention.**

Public Health Service (DHEW), Washington, D.C.
Report NO.-DHEW-PHS-79-55071
Pub Date-79
Note-179p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 017-001-00416-2, $5.00).
Pub Type- Information Analyses (070) - Reports - General (140)
**EDRS Price - MF01/PC08 Plus Postage.**
Descriptors-Adolescents, Childhood Needs, Death, Environmental Standards, *Health Education, *Health Services, Infant Mortality, Mental Health, Neonates, Older Adults, Physical Fitness, *Preventive Medicine, *Public Health, Safety, Young Adults

The purpose of this report is to enhance both individual and national perspectives on prevention of ill health and premature death through identification of priorities and specification of measureable goals. Health problems for every age group from infancy through old age are discussed with suggestions for prevention and improvement of circumstances. Statistics are presented on leading causes of death for every age group. (JD)

ED 185 824 FL 011 217

*Seymann, Marilyn R.*

**The Bilingual Teacher Aide: Competencies and Training.**

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Note-105p.

Available from-Dissemination and Assessment Center for Bilingual Education, Education Service Center, Region XII, 7703 North Lamar Blvd., Austin, TX 78752 ($3.25).

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Bibliographies, *Bilingual Education, Bilingual Students, *Bilingual Teacher Aides, Classroom Techniques, *Competence, Cooperative Education, *Curriculum Development, Educational Research, Elementary Education, Instructional Materials, Internship Programs, Mexican Americans, *Skill Analysis, Spanish, Teacher Education, Teaching Methods, *Teaching Skills

A study was conducted to identify the competencies needed by bilingual teacher aides in an elementary school program. A task analysis, in the form of a 341-item questionnaire, was disseminated to 131 bilingual teacher aides in Arizona to determine both the difficulty and frequency of the tasks performed by the aides. To further validate the results, personal interviews with 40 monolingual teachers in bilingual programs and 40 bilingual teacher aides were conducted. Based on study results, it was concluded that bilingual teacher aides are unprepared to perform in the areas for which they are employed. The results were used as a basis for planning a curriculum specific to immediate needs of the bilingual teacher aide. A sample questionnaire, a literature review, recommendations for the development of training materials for the bilingual teacher aide, and bibliographies to guide teacher aide trainers are included. Bibliographies are on the following areas: (1) Spanish for bilingual teacher/teacher aides, (2) the Mexican American child in the classroom, (3) Mexican history and culture for the classroom, (4) communication patterns, methods and material in bilingual education, (5) classroom management for the bilingual teacher aid, (6) cooperative education/ internship, and (7) concepts of bilingual education. (SW)

*Berry, Charles And Others*
**Responses of Canadian Physicians to the Introduction of Universal Medical Care Insurance: The First Five Years in Quebec. NCHSR Research Digest Series.**
Mathematica Policy Research, Princeton, N.J.
Spons Agency-National Center for Health Services Research (DHEW/PHS), Hyattsville, Md.
Report NO.-DHEW-PHS-80-3229
Pub Date-Feb 80

Contract-230-75-0166; 230-75-0167
Note-27p.
Available from-NCHSR Publications and Information Branch, Room 7-44, 3700 East-West Highway, Hyattsville, MD 20782
Pub Type- Collected Works - Serials (022) - Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Consumer Protection, *Federal Programs, Fees, *Foreign Countries, Geographic Distribution, *Health Insurance, Health Services, Insurance, Labor Utilization, *Medical Services, Opinions, Physician Patient Relationship, *Physicians, Productivity, Salaries, Statistical Analysis
Identifiers-*Canada, *National Health Insurance, Quebec

Canada's experience with national health insurance is examined from 1971, when a comprehensive first-dollar coverage system of benefits began in the Province of Quebec, until 1975. The study defines medical market areas in the province and asks questions about the effect of the Quebec insurance plan on the distribution of physicians, the supply of physicians, how physicians organize their practices and the composition of physician output (possible changes in hours worked or availability of appointments), the use of physician services, and cost. Economic models and statistical techniques are used to examine complicated issues such as the significance of a fixed fee schedule for physician reimbursement which prevailed in Quebec during the beginning years of national health insurance. The analyses provide policy options in the United States for influencing physician distribution. (Author/MSE)

ED 185 921 HE 012 608

*Haag, Leonard H.*

**Cash Management and Short-Term Investments for Colleges and Universities.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date-77

Note-167p.

Pub Type- Guides - Non-Classroom (055) - Books (010) - Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Banking, Budgeting, College Administration, Colleges, *Educational Economics, Educational Finance, *Financial Policy, Glossaries, *Higher Education, Income, *Investment, *Money Management, Questionnaires, Universities

Effective cash management and short-term investing are discussed in this how to'' guide designed to benefit most institutions of higher education. The following premises are examined: proper compensation for effective cash management is not an expense but an investment; effective cash management and short-term investment programs do not depend on high market rate of investment return; one's goal can well be to keep 100 percent of available cash resources invested and still maintain adequate compensating balances in bank accounts; a good banker is one of the institution's greatest aids; and if cash accounts are not in a deficit position most of the time, the cash management program is not as effective as it should be. Part One covers daily cash management of college and university working capital dealing with such ideas as accounting principles, bank relations, cash receipts and cash flow projections. Part Two covers short-term investment of working capital discussing items such as certificates of deposit, liquidity, risk, and money market data. Appendices include a questionnaire, tabulation, short-term investment vocabulary, and common short-term investments. A bibliography is also provided. (LC)

ED 186 029 IR 008 397

**The Area Resource File: ARF. A Manpower Planning and Research Tool.**
Applied Management Sciences, Inc., Silver Spring, Md.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md.
Bureau of Health Manpower.
Report NO.-DHEW-HRA-80-4
Pub Date-Aug 79
Contract-231-77-0105

Note-173p.; Appendices may not reproduce due to type size.
Available from-National Technical Information Service, Springfield, VA 22151 (HRP0901717, tape $125.00; HRP0901718, User Documentation $6.00).
Pub Type- Reports - Descriptive (141) - Reference Materials (130) - Numerical/Quantitative Data (110)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Data Bases, *Health, *Health Personnel, Health Services, Information Services, Information Sources, *Information Systems, *Online Systems, Program Descriptions, *Statistical Data

This publication describes the Area Resource File (ARF), a computer-based, county-specific health information system with broad analytical capabilities which utilizes manpower and manpower-related data that are available on a compatible basis for all counties in the United States, and which was developed to summarize statistics from many disparate sources into a single file or linkable files to facilitate health manpower analysis. Sections of the report address data organization and content; products and analytical capabilities; the future of ARF; and ordering information. An order form is included. (FM)

ED 186 130 PS 011 419

*Lehman, Elyse Brauch Hanzel, Sharron Hurtt*

**A Developmental Study of Memory for Presentation Modality.**

George Mason Univ., Fairfax, Va.
Pub Date-Apr 80
Note-9p.; Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 17-19, 1980). Best copy available.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Age Differences, *Cognitive Development, Cognitive Processes, *College Students, *Elementary School Students, Identification, *Learning Modalities, *Memory, Recall (Psychology), Word Recognition

In order to determine whether there are developmental differences in the handling of the modality attribute 32 children from each of grades two and six and 32 college students were presented with a video-taped mixed-modality list of 32 first grade words. Subjects were asked to recall the words, to identify the presentation modality of each word on a recognition test, and to indicate on a 3-point rating scale how confident they were that each of their modality identifications (MI) was correct. Results show that there were no overall developmental changes in the identification of modality while children as well as adults demonstrated the ability to judge the accuracy of their modality identifications, adults not only recalled more words than children but also were the only group to organize their recall by representation modality. Findings suggest that information about the input mode of an event is a part of long-term mnemonic code for both adults and young children and that such information may be coded automatically'' in all age groups. (Author/MP)

ED 186 385 SP 015 912

*Tikunoff, William J. And Others*

**Interactive Research and Development on Teaching. Final Report.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-IR&DT-79-11
Pub Date-79
Contract-NE-C-00-3-0108
Grant-OB-NIE-G-78-0203
Note-637p.; For related document see SP 015 913. Some parts may be marginally legible.
Available from-William J. Tikunoff, Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, CA 94103 ($15.00; Executive Summary $1.50; prepaid).
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
**EDRS Price - MF03/PC26 Plus Postage.**
Descriptors-*Educational Research, Group Activities, Institutional Cooperation, *Interaction, Problem Solving, *Research Design, *Research Methodology, *Research Utilization, Teacher Participation
Identifiers-Teacher Corps

This document is the final report of the Interactive Research and Development on Teaching (IR&DT) study on the implementation of educational research in actual site locations. Two teams of teachers, researchers, and trainer/developers spent fifteen-and-one-half months implementing the IR&DT at two sites in Vermont and California. Their efforts form the basis of this report. Included are: 1) a discussion of the essential features and assumption of the IR&DT strategy; 2) a description of the strategy implementation at each research site; 3) description of the study participants; 4) discussion of the purposes and procedures of IR&DT; 5) evaluation of the study outcomes; 6) discussion of the use of IR&DT as an intervention method, with conclusions regarding the study and suggestions for future programs and research. Tabular presentation of the information resulting from this research is also presented. (LH)

ED 185 845 FL 011 332

*Steinberg, Lois S.*

**Can Federal Laws Protect the Educational Interests of Language Minorities? Implementation of the Bilingual Education Act and the Aspira Consent Decree in New York City.**

Pub Date-79

Note-38p.; Paper presented at the American Educational Research Association Meeting (San Francisco, CA, April 8-12, 1979).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Bilingual Education, Community Involvement, Community Role, *Court Litigation, Decision Making, *Educational Assessment, Elementary Secondary Education, *Federal Legislation, Needs Assessment, Political Influences, Power Structure, Program Evaluation, *Puerto Ricans, *School Community Relationship

Identifiers-Aspira Decision, Bilingual Education Act 1968, *New York (New York)

A longitudinal sociological study was conducted on the impact of the implementation of the Bilingual Education Act and the Aspira consent decree in New York City. The study sought to develop a theoretical framework for analyzing the participation of the Puerto Rican community in the implementation of the bilingual education policies. The question of whether federal laws and the courts can protect the educational interests of language minorities was investigated. Bilingual education provided in connection with the Aspira consent decree was directed to Puerto Rican students who were unable to participate effectively in classes taught only in English. The political development and educational problems confronting Puerto Ricans before and after federal endorsement of bilingual education were analyzed. It is suggested that it has been difficult for new groups to use the traditional political process to promote and protect their interests. The data reviewed suggest that the federal policies concerning bilingual education have provided some limited resources to promote the educational and economic interests of the Puerto Rican community in the school system. Limitations concerning the Aspira consent decree are discussed. (SW)

ED 185 866 FL 011 409

*Sinha, Anjani Kumar Sinha, Usha K.*

**Error Analysis As an Aid to Second Language Acquisition.**

Central Inst. of English and Foreign Languages, Hyderbad (India).
Pub Date-77
Note-19p.
Journal Cit-CIEFL Bulletin; v13 n2 p23-40 1977
Pub Type- Journal Articles (080) - Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Contrastive Linguistics, *Error Analysis (Language), Language Acquisition, Learning Processes, *Linguistic Theory, *Second Language Instruction, *Second Language Learning, Teaching Methods

The use of error analysis in second language instruction is discussed. Error analysis is seen as an effective aid to second language remedial teaching if errors are treated as evidence of learners' strategies, and analyzed in terms of their significance. A rule-oriented analysis explains why errors are made and implies what ought to be done to equip the language learner with better strategies. Priority is given to errors that cause hindrance to communication, but it is argued that local'' errors that are stigmatized or considered foreign'' by the native speaker should not be ignored. Theories about native language learning and second language learning are considered. (SW)

ED 185 960 HE 012 688

*Hardesty, Larry*

**Use of Multiple Regression to Predict Academic Achievement at a Small Liberal Arts College.**

Pub Date-1 May 80
Note-32p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Academic Achievement, Achievement Tests, *Aptitude Tests, Class Rank, *College Bound Students, *College Students, Correlation, Grade Point Average, Higher Education, *Multiple Regression Analysis, *Predictive Validity, Predictor Variables, Small Colleges
Identifiers-*DePauw University IN

The relationship between academic success at DePauw University and such commonly used predictors as tested ability and academic success in high school was examined. The various subtleties of the multiple regression research method were also examined. Subjects were 1758 students who entered DePauw University during the fall semester of 1973, 1974, or 1975. Academic success was determined by the outgoing grade point average (OGPA) at the time the student left the school. Test scores included in the study were the verbal (SATVB) and the quantitative (SATQ) sections of the Scholastic Aptitude Tests. The scores from the battery of the College Entrance Examination Board achievement tests were also considered. Intercorrelations indicate that the scores for this study group are similarly related as they were for groups in previous research studies. High school rank tends to have the highest correlation with OGPA, and it is followed by SATVB. High school rank is relatively independent from the other scores, but the aptitude and achievement test scores are highly intercorrelated. Other correlations are anlayzed. It is concluded that the use of the multiple regression did result in a prediction equation that appears to be very useful in a pragmatic sense. Some problems with multiple regression are cited. (SW)

ED 185 982 IR 008 311

*Kolodziejska, Jadwiga*

**Library Legislation as a Research Subject.**

Pub Date-Aug 79
Note-12p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). For related documents, see IR 008 306, IR 008 309-312, IR 008 326, IR 008 341, IR 008 352, IR 008 359, IR 008 369 and IR 008 371. Best copy available.
Pub Type- Speeches/Meeting Papers (150)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Foreign Countries, *Legislation, *Libraries, Library Administration, *Library Networks, *Library Planning
Identifiers-*Poland

Polish library legislation enacted since World War II is directed to the establishment of a library network, centralized in concepts and goals, but decentralized in administration and operation. Dating from 1774 when the Commission for National Education first issued regulations for schools and libraries, there has been continuous legislative interest in libraries except for the Tsarist repression of 1820-1918. An enabling decree for library legislation in 1946 was followed in 1960 by a library act formulating organizational principles of contemporary library science and establishing a national library network of scientific, professional, school, academic and public libraries. The act fixes organizational responsibilities, avoiding detailed operative procedures, while establishing primary goals for the national network and individual libraries. It allows library administrators and librarians freedom to set local objectives and establish procedures most applicable to local conditions. A State Library Council assists the directive body, The Ministry of Culture and Art; by evaluating library practices and conditions and recommending appropriate library legislation. The Association of Polish Librarians is a professional body which conducts lectures and meetings, as well as publishing scholarly works, periodicals, and journal articles to support the goals of the Library Act. (RAA)

ED 186 108 PS 011 372

*Grimmett, Sadie A.*

**Instruction: One Key to Success.**

Spons Agency-Indiana Univ., Bloomington. School of Education.; Spencer Foundation, Chicago, Ill.
Pub Date-Oct 79

Note-15p.; Paper presented at the Annual Meeting of the National Black Child Development Institute (9th, Detroit, MI, October 24-26, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Age Differences, *Black Students, Comparative Analysis, *Conventional Instruction, *Discovery Learning, Elementary Education, Elementary School Students, *Influences, Kindergarten Children, Primary Education, *Recall (Psychology), Teacher Influence

This presentation discusses research on the effects of adult- and self-instruction on the performance of a picture grouping task by black children in primary and elementary school. Kindergarten children and first-, fifth- and sixth-grade students were shown pictures that could be divided into four sets. Within each set the pictures were similar in color, depicted action, and category label. Adult-instructed children were shown the pictures one at a time. The adult named the pictures and the child repeated the name. Pictures were placed in rowed arrays containing common set attributes and the adults explained how items in the set were similar. Self-instructed children were told to pretend to be a toy store manager'' and put things together that are alike....'' Children then studied the groups they had formed. After the pictures were removed each child was given three retrieval cue tests asking for recall of items by color, action and category label. Results indicate that young children who were instructed by an adult did as well as adult-instructed older children, but young children left to devise their own strategy did less well than older children who devised a strategy. Adult-instructed first graders remembered more than self-instructed first graders did. (Author/RH)

ED 186 258 SE 030 644

*Ogletree, Earl J. Etlinger, Leonard*
**Should Hand-Held Calculators Be Used in the Elementary School: A Survey.**

Pub Date-80
Note-13p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Calculators, *Educational Research, Elementary Secondary Education, Inservice Education, *Mathematics Education, *Mathematics Instruction, Mathematics Materials, Research, *Surveys, Workshops

Results of a survey, concerned with the use of calculators conducted following a calculator workshop, are reported. Respondents were 400 elementary and secondary teachers and administrators. The report includes recommended uses of calculators by grade level and suggestions for staff development. In general, results indicate teachers and administrators consider the calculator as an instructional aid and see many possibilities for its implementation in the classroom. (MK)

ED 186 320 SO 012 557

*Bulatao, Rodolfo A.*

**The Value of Children: A Cross-National Study, Volume Two. Philippines.**

Hawaii Univ., Honolulu. East-West Center.

Pub Date-75
Note-232p.; For related documents, see SO 012 082 and SO 012 556-561.
Available from-University Press of Hawaii, 2840 Kolowalu Street, Honolulu, HI 96822 ($3.00)
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC10 Plus Postage.**
Descriptors-Abortions, *Children, Comparative Analysis, Contraception, Developing Nations, *Family Planning, Foreign Countries, *Parent Attitudes, Participant Characteristics, Policy Formation, Population Trends, Public Policy, Research Methodology, Social Science Research, *Socioeconomic Influences, Tables (Data), *Values
Identifiers-*Philippines

This volume, second in a series of seven reports of the Value of Children Project, discusses results of the survey in the Philippines. The study identifies major values and disvalues that Filipino parents attach to children. It also examines characteristics of parents that are related to values and disvalues. The document is presented in seven chapters. Chapter I discusses approaches and methods of the survey. Questionnaires were administered to 389 married parents. Items covered motives for having or not having another child, family size, family size characteristics, and family planning practice. Chapter II describes the child values and disvalues enumerated by parents. Chapter III examines questions of value differences between individuals by correlating value indices and social characteristics of the respondent. Chapter IV deals with economic values associated with children. Chapter V considers to what degree child values and disvalues affect family size desires and Chapter VI considers their effect on several family planning indices. Chapter VII summarizes findings and suggests implications for population policy. Results indicate that values are happiness that children bring to parents, assistance they provide in old age, help with housework, love between parent and child, and the desire to learn about life through having children. The most prominent disvalue is financial burden; others are discipline and anxiety over children's health. Policy implications include further promotion of family planning and a change in the quality of social relations which could reduce family size desires. (Author/KC)

ED 185 886 HE 012 501

**Kentucky College and University Enrollments Fall 1979.**

Kentucky Council on Public Higher Education, Frankfort.
Pub Date-79
Note-202p.; Not available in paper copy due to marginal legibility of original document
Available from-Kentucky Council on Higher Education, West Frankfort Office Complex, Frankfort, Kentucky 40601
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Black Students, College Credits, College Transfer Students, Community Colleges, Comparative Analysis, Degrees (Academic), *Enrollment Rate, External Degree Programs, *Full Time Students, Graduate Students, Higher Education, In State Students, Majors (Students), Out of State Students, *Part Time Students, *Postsecondary Education, Private Colleges, Proprietary Schools, School Statistics, State Colleges, State Surveys, State Universities, Statistical Analysis, Student Interests, Trend Analysis, Undergraduate Students
Identifiers-*Kentucky

The twenty-fourth annual Kentucky college and university enrollment report is presented. Included are enrollment data from Kentucky's state-supported and independent colleges and universities, seminaries, and proprietary business colleges. Graphs include: 1979 enrollment distributions for state-supported and independent institutions, state-supported institutions, University of Kentucky community colleges, independent senior institutions, and independent junior institutions. Reports contain information on areas such as: headcount enrollment by student classifications; full-time enrollment; black student enrollment; residency status by student classification; on-campus credit hour report by student level; off-campus credit hour report by student level; off-campus credit hour report by student level; fall enrollment from 1976-1979; headcount of first-time transfer students; enrollment by degree field; and undergraduate and graduate enrollment by degree field. It is shown that Fall 1979 statistics are consistent with previous years, and that black students made up 6.7 percent of the total enrollment. During Fall 1979, total enrollment in the state-supported and independent colleges and universities was 129,167. (LC)

ED 185 941 HE 012 659

*Monahan, William G.*

**Status Identities in Academic Education Units: A Q-Factor Analytic Exploration.**

Pub Date- 79

Note-45p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Administrator Attitudes, Administrator Characteristics, College Environment, *College Faculty, Deans, *Factor Analysis, Higher Education, Interprofessional Relationship, Private Colleges, *Q Methodology, Research Methodology, Schools of Education, State Colleges, *Status, *Teacher Attitudes, Teacher Characteristics

Status identities in schools, colleges, and departments of education were investigated using Q-factor analysis. Ninety-six education professors, deans, and administrators involved in central roles (provosts for instruction or vice-presidents for academic affairs, and academic deans in smaller institutions) were studied. Large, small, public and private four-year schools were included. All subjects were characterized by institutional size, years of experience, institutional type, highest degree held, and whether they worked through the central office or in education programs. The study yielded 72 subjects for data applicable to factoring. Two Q-factor types were generated which, based on analysis of z-score arrays were labelled The Assured Academic'' and The Threatened Academic.'' These two types are discussed and item-descriptions with descending z-scores are included for each as well as an array of z-scores which differentiate the types. The factor analytic methodology is explained and comments are included regarding the differences between Q-factoring and the more familiar R-factoring procedure. (Author/SW)

ED 186 050 JC 790 549

**Grade Distribution. Community Colleges, Fall 1978.**
Hawaii Univ., Honolulu. Community Coll. System.
Report NO.-CC-IRP-120
Pub Date-Feb 79
Note-14p.; Tables IIa-g were deleted due to irreproducibility
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*College Credits, *Community Colleges, Credit Courses, Credit No Credit Grading, *Grade Point Average, Grades (Scholastic), Liberal Arts, *Majors (Students), Persistence, State Surveys, Two Year Colleges, *Two Year College Students, Vocational Education, Withdrawal (Education)
Identifiers-*Hawaii

Data on the grade point ratios (GPR's) and the distribution of grades earned were gathered and analyzed for all students enrolled in credit courses at the seven Hawaii community colleges during Fall 1978. These data indicate that the average assigned grade was 2.7, and that the credits-earned rate was 71%. As in previous semesters, the credits-earned rates were higher for vocational courses (75%) than for general education courses (69%). Rates ranged from 66% in the natural sciences to 85% in hotel and restaurant courses. Of the assigned grades, 3% were credit/no-credit designations; 21% were non-punitive grades (W for withdrawal or N for incomplete); 5% were F's; and 23% were A's. Proportionately fewer A's and B's were given than in previous years, and more F's were assigned at those campuses which give failing grades. The mean GPR of 2.74 had steadily declined since Fall 1975, when it was 2.87. Both liberal arts majors and vocational education majors earned the same average GPR of 2.73. Unclassified students earned the highest GPR's, probably because they carried lighter credit loads. Tables organizing data by campus and program area are provided in the study report. (JP)

ED 186 068 JC 800 240

*Ozsogomonyan, Ardas*

**A Bilingual Follow-Up Study of a VEA Funded Community Project.**

Skyline Coll., San Bruno, Calif.
Pub Date-24 Apr 80
Note-7p.; Paper presented at the California Community/Junior College Association Research and Development Commission Conference (Monterey, CA, April 23-25, 1980)
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Community Colleges, *Consumer Education, Course Descriptions, *Economically Disadvantaged, Educational Demand, Followup Studies, *Information Dissemination, *Information Utilization, *Outreach Programs, Program Effectiveness, Publicity, Questionnaires, Spanish Speaking, Two Year Colleges, Use Studies
Identifiers-*Bilingual Instructional Material

A follow-up study was conducted by Skyline College (SC) to determine the effectiveness of an economically depressed area'' project undertaken by the college in Spring 1979 to promote SC's programs among low income area residents and to provide information to this group on consumer-related issues and community service agencies. During the project, a five-page promotional brochure describing, in Spanish and English, SC's home economics program and a 22-page, bilingual consumer guide were sent to 12,000 homes in northern San Mateo County that were selected using 1970 census tract data. Two months later, a telephone follow-up of 689 randomly selected recipients was conducted by four bilingual interviewers; 437 interviews were actually completed. Follow-up results indicate that 148 of the interviewees acknowledged receipt of the materials and that 67 had read them. While 21 said they kept the materials for further use and 39 said they found the materials useful, only eight respondents indicated that they would like to take courses at SC. Appendixes to the report include the cover letter mailed with the brochures and the telephone interview guide. (JP)

ED 186 087 JC 800 298

*Ryan, Monnie*

**Coordinators' Guide for Transformations'' Informational Workshops for Adult Recruiting.**

Kent State Univ., Ohio. Trumbull Campus.

Pub Date- 80

Note-13p.

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Adult Programs, Adults, Educational Needs, Information Dissemination, Information Needs, *Information Services, Program Content, Program Evaluation, Program Implementation, *Publicity, Questionnaires, *School Orientation, Student College Relationship, Student Personnel Services, Student Problems, *Student Recruitment, Two Year Colleges, *Workshops

Based on activities at the Trumbull Campus of Kent State University, this guidebook presents suggestions for the implementation and operation of a series of informational workshops designed as a vehicle for the recruitment and orientation of adults who are considering enrolling in college. The guidebook first gives a rationale for the workshops and then discusses the steps in workshop planning, including choosing a coordinator, engaging the help of currently enrolled students in a peer support group, determining the topics to be discussed, and selecting a meaningful title for the workshop series. This is followed by a description of the four topics covered by Trumbull's own program: (1) the types of degrees available, program and course content, and employment opportunities for each degree program; (2) the types and relative merits of all of the educational institutions in the area serving adults; (3) the availability of financial aid and personal and academic counseling; and (4) the identification of potential personal problems. The guidebook then discusses publicity for the workshop, such as flyers and newspaper advertisements; support services for workshop participants, including child care and refreshments; the utilization of questionnaires to facilitate workshop evaluation and to determine participant characteristics and needs; and workshop follow-up. Survey instruments are appended. (JP)

ED 186 169 RC 011 982

*Jerez Gomez, Maximo J.*

**Background on Non-Formal Education and Suggestions for the Improvement of Non-Formal Education in Developing Countries and the Dominican Republic.**

Pub Date-4 Dec 79
Note-12p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Adult Education, Change Agents, *Citizen Participation, Community Development, Community Education, *Developing Nations, Development, Educational Methods, *Extension Education, Government Role, *Nonformal Education, Nonschool Educational Programs, *Rural Development
Identifiers-*Dominican Republic

Divided into two areas of emphasis, this paper explores the potential of non-formal education in developing countries and non-formal education as it relates to the Dominican Republic. The first section presents background material on non-formal education and discusses types of programs being applied in a number of countries throughout the world. Much of the second section is based upon three years of observation and experience afforded the author while working for the Extension Service of the Dominican Republic. The first part of this section describes the structure and function of each level of the Extension Service, ranging from the Secretaria de Estado de Agriculture at the highest level down to the Area Agropecuaria, whose sub-agents work directly with participants in the development process. Nine suggestions for non-formal education in the Dominican Republic conclude the paper. For example, it is suggested: (1) that preliminary evaluation be conducted to determine specific community needs; (2) that the community select its own development program, course or project, as well as program leader; (3) that the program be continuously revived by radio, television, written materials, etc. in order to maintain the attention and interest of participants. (DS)

ED 186 187 RC 012 020

*Cogo, Robert*

**Haida Story Telling Time with Activity Folder.**

Ketchikan Indian Corp., Alaska.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-79

Note-53p.; Part of the Southeast Alaska Native Materials Development Project. For related documents, see RC 012 021-030. Colored pages may not reproduce clearly.

Available from-Ketchikan Indian Corporation, P.O. Box 6855, Ketchikan, AK 99901 (booklet $3.00, activity folder $0.50).

Language-English; Haida

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Creative Works (030)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Alaska Natives, American Indian Culture, *American Indian Education, American Indian Languages, *American Indian Literature, *American Indian Studies, *Cultural Activities, Elementary Education, *Instructional Materials, Learning Activities, Legends, Mythology, Native Language Instruction, Reading Materials, Vocabulary Development

Identifiers-Ethnic Heritage Studies Program, *Haida (Tribe)

One in a series of curriculum materials on Southeast Alaska Natives, this booklet contains seven myths and legends from the Haida oral tradition, each accompanied by discussion questions and suggested learning activities. Intended for use in the intermediate grades, the stories are two to four pages long with many Haida words included in the text and placed in parentheses following the English translation. Titles include Raven Finds Water,'' Eagle Brings Good Luck,'' and The Beaver and The Marmot.'' The numerous discussion questions and activities for students and teachers can be adapted to a variety of student needs, abilities, and interests. Suggested activities in science, art, writing, language arts, and drama range from simple to complex. Activities accompanying The Great Flood'' (in which the raven and the sea otter rebuild their Sumez Island home after its destruction) include depicting the legend in comic strip format, locating Sumez Island on a topographical map, making a model of a Southeast Alaska Island, and researching the geological history of the Alaska islands and mainland. Teacher activities include planning field trips, inviting a Haida elder to tell traditional stories in the classroom, and collecting resource materials for student use. An attached activity folder contains seven word games that develop vocabulary related to the legends. (JH)

ED 186 206 RC 012 042

*Lord, Sharon B. Patton-Crowder, Carolyn*

**Appalachian Women: A Learning/Teaching Guide.**
Tennessee Univ., Knoxville.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-79
Note-188p.; For related documents, see CG 014 448-449 and UD 020 627.
Available from-Education Development Center, 39 Chapel Street, Newton, MA 02160 ($4.00)
Pub Type- Reference Materials - Bibliographies (131) - Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Bibliographies, Education, Employment, *Females, Health, Lesson Plans, Literature, Music, Needs, Poetry, Postsecondary Education, Prose, *Resource Materials, Role Models, *Rural Population, Sex Role, Units of Study, Womens Education, *Womens Studies
Identifiers-*Appalachia, Rural Women

While Appalachian women share many experiences and circumstances in common with American women in general and with rural American women in particular, the economics, social and political history, and circumstances peculiar to the region have forged life experiences for females in Appalachia which merit independent attention. This learning/teaching guide is designed to provide the necessary information for developing and/or facilitating graduate courses or pursuing independent learning about the Appalachian female experience, sex-role socialization, and women's career development. Each lesson provides an introduction to the literature, learning objectives, directions for the learner, classroom and individual learning activities, a bibliography of related readings, and an appendix including original articles developed specifically for the lesson. Unit I introduces the learner and teacher to the variety of issues and concerns of Appalachian women through their writing in poetry, music, and prose. Unit II focuses on sex roles in Appalachia from both historical and contemporary viewpoints. Unit III explores psycho-social aspects of the female experience including employment, health, education, and counseling needs. More than 700 major Appalachian writings by and/or about women are listed in a supplementary bibliography. (NEC)

ED 186 282

SE 030 761

**Energy Systems - Present, Future: Extra Terrestrials, Grades 7, 8, 9,/Science.**

National Science Teachers Association, Washington, D.C.
Spons Agency-Department of Energy, Washington, D.C. Office of Consumer Affairs.
Report NO.-DOE/CA/06083-03
Pub Date-Apr 80
Contract-EC-77-C-01-6083
Note-139p.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-*Curriculum Development, *Energy, Energy Conservation, Fuel Consumption, Instructional Materials, Nuclear Physics, *Science Curriculum, *Science Education, Secondary Education, Secondary School Science, Solar Radiation, *Systems Approach, *Technological Advancement
Identifiers-*Energy Education

The 12 lessons presented in this guide are structured so that they may be integrated into science lessons in 7th-, 8th-, or 9th-grades. Suggestions are made for extension of study. Lessons are approached through classroom role-playing of outer space visitors who seek to understand energy conversion principles used on Earth. Major emphasis is placed on energy flow-through systems. Energy alternatives for the future are also examined. (Author/RE)

ED 186 338 SO 012 580

*Wright, Joyce E.*

**The Role and Status of Elementary Arts Programs.**

Pub Date-Apr 80
Note-59p.; Paper presented at Annual Meeting of the American Educational Research Association (Boston, MA, April 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Information Analyses (070)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Art Education, Childhood Interests, Data Analysis, *Educational Assessment, Educational Needs, Educational Objectives, Educational Research, Educational Trends, Elementary Education, Program Descriptions, Program Evaluation, School Surveys, *State of the Art Reviews

The document presents a report on the role and status of arts education in a national sample of 13 elementary schools. It focuses on how conditions of elementary schooling affect arts programs, whether arts education is an important part of the total educational experience, and the degree to which arts education furthers creativity and artistic/aesthetic goals. Data were collected through classroom observations; surveys of students, teachers, parents, and administrators; interviews with students and teachers; and analysis of curriculum materials. Topics investigated included amount of time spent on arts activities, student and teacher interest level, teacher training in art, availability of art specialist help, interactions between students and teachers during art class, principals' attitudes about the importance of arts programs, and school resources devoted to art. Findings indicated that the arts joined science and physical education at the lowest status position in the schools' curricula, students were encouraged to follow directions rather than be creative, and most students rated the arts as interesting, enjoyable, and relatively easy. The conclusion is that arts educators should examine existing arts practices and general schooling conditions before advocating increased support for current programs or recommending changes. (Author/DB)

ED 186 358

SP 015 237

*Pieron, M.*

**Teaching Physical Activities: The Gap Between the Theory and the Practices on the Field.**

Pub Date-78
Note-10p.
Pub Type- Opinion Papers (120) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Behavioral Objectives, Behavior Change, Critical Incidents Method, Decision Making, *Educational Objectives, *Educational Theories, Interaction, Microteaching, *Physical Education, Student Teacher Relationship, *Teacher Education, *Teaching Methods, Teaching Models
Identifiers-Research Practice Relationship

The gap between theory and practice in the field of physical education is examined, with particular attention paid to the implications of the disparity for teacher training. Some learning and teaching objectives of physical education are discussed, and the importance of a firmly established and cooperative relationship between teacher and pupil is stressed. (LH)

ED 186 232 SE 030 506

**Planning Guide and Curriculum.**

Environmental Learning Center, Isabella, Minn.
Pub Date-79
Note-124p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-*Class Activities, *Curriculum Development, Elementary Secondary Education, Environment, *Environmental Education, *Field Trips, *Nature Centers, *Outdoor Education

Described are the programs, services, and facilities available from the Environmental Learning Center (ELC). The relationship the Center establishes with schools using the facilities is presented and means of integrating the environmental education offerings of the Center into a school's curriculum are suggested. Also presented are complete lesson outlines for specific activities available at ELC, arranged according to who will be primarily responsible for directing the activity - student, intern, or naturalist. An activity site map is provided indicating the sites of specific activities on the Center's grounds. (RE)

ED 186 302 SO 012 506

*Clapham, Stephen Furlow, Richard H.*

**The Democratization of Anthropology: Anthropology in the Community College.**

Pub Date-Nov 79
Note-12p.; Paper presented at Annual Meeting of the American Anthropological Association (Cincinnati, OH, November 1979). Not available from EDRS in paper copy due to light print type.
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Anthropology, Attitude Change, *Community Colleges, Community Involvement, *Educational Needs, Educational Objectives, *Educational Trends, Faculty Development, Higher Education, Intellectual Disciplines, *Program Development, Two Year Colleges

Trends in anthropology education at the community college level are examined with particular regard to current problems, relationship to the anthropology profession, objectives, anthropology's uncertainty of focus, and predictions of future developments. The objective is to point out to anthropologists and other interested people how community colleges can help disseminate knowledge about anthropology's purposes and activities. Until recently, community college anthropology has been considered a marginal arm of the discipline, community college teachers have had only a tenuous claim to professional status, and the American Anthropological Association has indicated no interest in formal affiliation. Currently, however, community colleges are staffed by teachers (PhDs as well as MAs) who are attempting to defend their role as professionals and alert the discipline to the merits and potential of anthropology in the community colleges. Specific ways in which anthropologists in community colleges can contribute to a better understanding of the discipline include emphasizing teaching the basic tenets of anthropology to a student population which crosscuts all sectors of the local community, articulating broad concepts instead of specific research interests, developing courses to reflect a wide range of student capabilities, stressing anthropology's relevance to contemporary society, stimulating communication with other anthropologists, and participating as observers and/or consultants in local, national, and international affairs. (DB)

ED 185 825 FL 011 260

*Javkin, Hector*

**Towards a Phonetic Explanation for Universal Preferences in Implosives and Ejections.**

Pub Date-77
Note-8p.; Paper presented at the annual meeting of the Berkeley Linguistics Society (3rd, Berkeley, CA, February 19-21, 1977).
Available from-Berkeley Linguistics Society, University of California, Berkeley, CA 94720 ($8.20 for entire Proceedings)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Articulation (Speech), *Consonants, Language Patterns, Language Research, *Language Universals, Phonemics, *Phonetics, Phonology
Identifiers-*Ejectives (Phonetics), *Implosives (Phonetics)

Two possible explanations based on elementary facts of physics are suggested for the universal preference for place of articulation of implosives and ejectives. Languages show a preference for ejectives in the order: velar, alveolar, and labial while implosives occur most often in the opposite order. A language will only have velar implosives if it has alveolar and labial. It will only have labial ejectives if it has alveolar and velar. The fact that this tendency holds in so many languages suggests a phonetic basis. Various explanations of this phonetic basis are summarized and two new hypotheses are suggested. The first of these is based on the action of the larynx in changing air pressure. The other involves the different sizes of the cavities created by closures at the different places of articulation and the differences in ability to change the size of those cavities. (PMJ)

ED 185 867 FL 011 410

*Parasher, S. V.*

**Focus on Learners' English: A Case Study of Hindi-Speaking First Year Students' Performance.**

Central Inst. of English and Foreign Languages, Hyderbad (India).
Pub Date-77
Note-18p.
Journal Cit-CIEFL Bulletin; v13 n2 p41-57 1977
Pub Type- Reports - Research (143) - Journal Articles (080)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*College Second Language Programs, *English (Second Language), *Error Analysis (Language), Grammar, Higher Education, Hindi, Language Usage, *Second Language Instruction, *Sentence Structure, Structural Analysis (Linguistics), Translation, *Verbs, Writing (Composition)
Identifiers-India

Some of the errors in selected areas of English grammar and lexis made by a sample of 100 first year college students from Madhya Pradesh, India, were investigated. The errors of students are described in linguistic terms, and some of the probable sources of errors are explained. The rules of grammar and usage that should be established to help the learners overcome their learning problems are indicated. Samples of students' English were obtained through two exercises: a free composition and a passage for translation from Hindi into English. Out of 141 scripts collected from four colleges, 100 were selected for analysis. An erroneous expression is considered to be any word, phrase, or sentence which deviates from its manner of use by an educated native speaker of standard British English or violates any rule of contemporary English grammar or usage. Categories and subcategories of errors were established in terms of the rules of grammar or usage violated. In all, 4161 errors were identified and categorized under 15 major areas listed in order of frequency of recurrence. Of these, errors in the verb phrase

are discussed because they form the bulk of the total errors, and it is the verb phrase which is central to sentence construction. Errors in the verb phrase are divided into three major categories: verb forms and patterns, auxiliaries, and tenses. (SW)

ED 185 904 HE 012 562

**The Future of Allied Health Education. New Alliances for the 1980s. The Jossey-Bass Series in Higher Education.**

Pub Date-80
Note-280p.
Available from-Jossey-Bass Inc., 433 California Street, San Francisco, CA 94104 ($14.95)
Pub Type- Books (010) - Reports - Evaluative (142) - Opinion Papers (120)

**Document Not Available from EDRS.**

Descriptors-*Allied Health Occupations, *Allied Health Occupations Education, *Allied Health Personnel, Career Planning, Classification, Degrees (Academic), Educational Demand, *Educational Trends, Employment Patterns, Futures (of Society), Glossaries, Health Education, Health Services, Position Papers, Program Evaluation, Trend Analysis
Identifiers-Diversity (Institutional), *National Commission on Allied Health Education

Serving as a comprehensive reference on all aspects of allied health education and service, this report presents the National Commission on Allied Health Education's recommendations. The recommendations focus on six major areas: strengthening alliances in service and education, determining appropriate content and level of educational programs, improving clinical education, building the capability for leadership and innovation, providing or planning and administration without waste, and supplying adequate funding for allied health education. Chapters examine: allied health in the present and future; future direction for allied health education; educational alliances; and scope and diversity of allied health education. Tables and figures offer such information as number of collegiate institutions with allied health programs, occupations within the field, and hospital-based allied programs. Appendices include the methodology used in the study, the American Society of Allied Health Professions glossary, and the Carnegie Classification of Higher Education Institutions. Several recommendations are offered such as increased funding on all government levels in the allied health area, improving continuing education programs, and constant monitoring of present programs for quality control. An index and references are provided. (LC)

ED 185 922 HE 012 609

*Dozier, John And Others*

**A Planning Manual for Colleges.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-80
Note-123p.
Available from-National Association of College and University Business Officers, One Dupont Circle, Washington, DC 20036.
Pub Type- Guides - Non-Classroom (055) - Reference Materials (130) - Reports - Evaluative (142)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Budgeting, Capital, Case Studies, *College Planning, Educational Finance, Expenditures, *Financial Policy, Guides, Higher Education, Income, *Models, Records (Forms), *School Business Officials, Staff Role, Student Financial Aid
Identifiers-*National Assn of Coll and Univ Business Officers

A revised version of an earlier manual, A College Planning Cycle'' (1975), is presented. The concepts of planning and budgeting in colleges are introduced with emphasis on the importance of various participants in the process. The model of the National Association of College and University Business Officers (NACUBO) is described, and a logical approach to implementing the planning process is outlined. The NACUBO process is further detailed by relating the tasks involved to the planning participants, forms, and calendar. Revenue planning is also

integrated with expenditure planning and evaluation is discussed as it relates to the process. Managerial control issues that are vital in translating plans into operational budgets are discussed. These issues include budget control, cash management, student financial aid, debt policy, capital budgets, and deferred maintenance. Four case studies that demonstrate how individual institutions may adapt the NACUBO model to their particular needs are presented. Planning forms for the fictitious Peoples College are referenced with the planning tasks, participants, and calendar dates outlined. In the appendix, a complete set of blank planning forms is included as a possible planning aid. (SW)

ED 186 006 IR 008 339

*Nyarko, K.*

**Library Literature in English-Speaking West Africa; Its Achievements, Problems and Prospects.**

Pub Date-Aug 79

Note-15p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-African Literature, *Developing Nations, *Development, Futures (of Society), History, Libraries, *Library Science, *Periodicals, Publishing Industry

Identifiers-*Africa (West), *Library Literature

This report surveys the development of librarianship in West Africa since 1954, focusing primarily on the production of professional library literature in Gambia, Ghana, Nigeria, Sierra Leone, and Liberia, the five countries which constitute the sub-region of English-speaking West Africa. An overview of library developments is presented, and three journals, the Wala News, Nigerian Libraries, and Ghana Library Journal, are discussed in detail. An examination of future prospects in the production of professional library literature is included. (FM)

ED 186 131 PS 011 422

*Lundsteen, Sara W.*

**Measurement for Creative Problem Solving in Kindergarten Children.**

Pub Date-8 Apr 80
Note-36p.; Best available copy. Paper presented at the Meeting of the National Council on Measurement in Education (Boston, MA, April 8, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Check Lists, Cognitive Processes, *Cognitive Style, *Creativity, Cross Cultural Studies, Early Childhood Education, Interviews, *Kindergarten Children, Longitudinal Studies, *Measurement Techniques, *Measures (Individuals), Observation, *Problem Solving

This paper briefly describes various methods used in a longitudinal and cross cultural study of kindergarten children's creative problem solving ability. The document contains a figure indicating relationships between four learning styles and child variables, child and parent behavior, and intervention techniques. A problem solving observational scale, a teacher behavior checklist, a parent interview form, and a summary of behavioral characteristics associated with each of the four learning styles are provided. (RH)

ED 186 152 RC 011 426

*Howell, Frank M. Parent, Dale*

**Methodology and Data for a Study of Higher Education in Agriculture and Home Economics in the South: A User's Guide. Volume 1.**

Spons Agency-Department of Agriculture, Washington, D.C.; Mississippi Agricultural Experiment Station, State College.

Pub Date-May 79

Note-84p.; Appendix B may not reproduce because of small print size. Publication contributes to USDA Cooperative State Research Service Southern Regional Project S-114, Defining and Achieving Life Goals: A Process of Human Resource Development''.

Available from-Dr. Carlton R. Sollie, Department of Sociology, Drawer C, Mississippi State University, Mississippi State, MS 39762 ($3.50)

Pub Type- Guides - General (050) - Reports - Descriptive (141) - Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Agricultural Colleges, *Agricultural Occupations, *Career Choice, Computer Programs, Data Collection, Higher Education, *Home Economics, *Land Grant Universities, *Majors (Students), Questionnaires, *Research Methodology, Sampling, Statistical Analysis, Student Characteristics

Identifiers-Data File, *United States (South)

The User's Guide to the Regional Study of Higher Education in Agriculture and Home Economics in the South explains the purpose and organization of the study, one of three phases of a larger investigation being conducted by collaborating researchers in several Agricultural Experiment Stations. The guide provides a detailed description of the methodological procedures and data files employed in the study, which involved determining what aspects of social origins, high school and work experience, and college entry influenced the choice of and attitudes toward an agriculturally related major for over 40,000 Agriculture and Home Economics students at 38 land grant colleges (both 1862 and 1890) and other universities. The discussion of methodology includes the development of instruments, sample design, data collection, response rates, data file specifications and usage, and sample weighting and variability. Appendices include the student and institutional questionnaires. The guide has been prepared for and is available to interested researchers. (SB)

ED 186 259 SE 030 647

*Poage, Melvin Wegener, Delano*

**Report on the Continuous Sequence in Basic Mathematics: A College Remedial Math Program. A Seven Year Study at Central Michigan University.**

Central Michigan Univ., Mount Pleasant.

Pub Date-8 May 80

Note-104p.

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Learner (051) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-*College Mathematics, *Curriculum Development, Higher Education, Individualized Instruction, *Mathematics Curriculum, *Mathematics Instruction, Program Development, *Remedial Mathematics

A remedial mathematics program at the college level is described. The evolution of the course from 1973 until 1979, the program purpose, conceptual framework, procedures, subjects, instruments, and methods are described. Appendices include unit objectives, a chronological development of the program by semester, and data on student achievement. (MK)

ED 186 283 · SE 030 771

**Energy Resources Inventory for Connecticut Educators.**
Talcott Mountain Science Center, Avon, Conn.
Spons Agency-Connecticut State Dept. of Education, Hartford.
Pub Date-Jan 80
Note-55p.
Available from-Dr. Sigmund Abeles, State Department of Education, P.O. Box 2219, Hartford, CT 06115 (no price quoted).
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Bibliographies, Class Activities, *Curriculum Development, Decision Making, *Economics, Elementary Secondary Education, *Energy, *Energy Conservation, Environmental Education, Fuel Consumption, *Fuels, Instructional Materials, Natural Resources, *Science Education, Technological Advancement, Technology
Identifiers-*Energy Education

This guide has been organized under several headings: (1) Background Materials; (2) Energy Curricula; (3) Economics of Energy; (4) Todays Fuels; and (5) Future Fuels. Each section contains listings of instructional materials and their sources which are appropriate to the section's topic. In addition to the topical sections, additional sections include: (1) agencies for staff development and resource people; (2) field trip sites in or near Connecticut; and (3) model programs being implemented in Connecticut. A concluding section of the guide presents a matrix for quick reference to entries [illegible] cross reference of curriculum area with grade level. (RE)

ED 186 359 SP 015 357

**Learning to Change.**

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date-79

Note-124p.; Report of a Regional Training Workshop on Systems Approach for Education and Teacher In-Service Programs (SAFE-TIP).

Available from-UNIPUB, Box 433, Murray Hill Station, New York, NY 10016.

Pub Type- Collected Works - Proceedings (021) - Information Analyses (070)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Change Agents, *Educational Change, *Educational Needs, Evaluation Methods, Foreign Countries, *Global Approach, *Inservice Teacher Education, Problem Solving, Program Evaluation, Rural Urban Differences, School Community Relationship, Sex Discrimination, *Systems Approach, Teaching Methods, World Affairs, World Problems

The activities of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) workshop on the development of a systems approach to teacher inservice education in Asian and Oceanic nations are reported. Eighteen participants from twelve countries are listed. Topics addressed by the workshop include: 1) general problems in the current educational systems of the participating nations; 2) the feasibility of a systems approach to teacher education; 3) the objectives of education, and methods which may be used to identify educational objectives; 4) the role of evaluation in systems analysis; 5) the reports of three syndicate task forces within the main structure of the workshop; and, 6) recommendations for national and regional follow-up plans to implement the conclusions reached by the workshop participants. (LH)

ED 186 386 SP 015 913

*Tikunoff, William J. And Others*

**Interactive Research and Development on Teaching. Executive Summary.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-NE-C-00-3-0108
Grant-OB-NIE-G-78-0203
Note-35p.; For related document see SP 015 912.
Available from-Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 ($1.50)
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Educational Research, Group Activities, Institutional Cooperation, *Interaction, Problem Solving, *Research Design, *Research Methodology, *Teacher Participation

Two teams, each comprised of teachers, a researcher, and a trainer/developer spent fifteen and a half months implementing the Interactive Research and Development on Teaching (IR&DT) strategy, a specialized educational research medthodology stressing interactive rather than linear communication between teachers and researchers. These teams are studied and discussed in this executive summary of the IR&DT Study. The report includes a discussion of the essential features of IR&DT, assumptions underlying the strategy, a description of the Vermont and California sites which participated in the study, evaluation of the IR&DT teams' outcomes, summary of useful information resulting from the research, and recommendations for future study. (Author/LH)

ED 185 961 HE 012 715

*Hauptman, Arthur Rice, Lois D.*

**Student Grant Assistance in New York State: A Case Study of Federal-State Interaction.**

College Entrance Examination Board, New York, N.Y.

Pub Date-Mar 80

Note-37p.

Available from-College Board Publication Orders, Box 2815, Princeton, NJ 08541 ($2.50)

Pub Type- Reports - Evaluative (142)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Case Studies, *College Students, Eligibility, *Federal Aid, *Federal State Relationship, Government Role, Grants, Higher Education, *Need Analysis (Student Financial Aid), Scholarships, *State Aid, State Federal Aid, State Programs, *Student Financial Aid

Identifiers-Basic Educational Opportunity Grants, *New York, Tuition Assistance Program NY

Student grant assistance in New York State and federal-state interaction are considered. The evolution and growth of New York's student grant programs is traced. The state's response, or lack of it, to the federal Basic Grants program is addressed, and ways that other states might coordinate their own assistance programs with Basic Grants are suggested. The current and future role of state and federal grant assistance in promoting educational opportunities in New York is considered. New York's Tuition Assistance Program (TAP) and Regents' awards are available to New York residents attending postsecondary institutions within the state on a full-time basis. TAP is available to both undergraduate and graduate students, while Regents' awards are for undergraduates only. The size of a student's TAP is a function of family income; Regents awards are flat $250 scholarships based solely on merit. More than half the New York undergraduates now receiving a TAP award are also eligible for Basic Grants. Eligibility determination and the information required on the TAP application form is different from that of the Basic Grant program. The formula for determining the size of a student's TAP award essentially disregards a student's Basic Grant. At this time, New York appears to have little intention of changing its present policy of minimal coordination between TAP and Basic Grant awards. Based on the experience of other states, several alternatives for award coordination are considered. (SW)

IR

ED 186 030 IR 008 399

*Adamson, Jim Rees, Larry*
**Bridges to the Future: Library Service in Madison County, Iowa.**
Central Iowa Regional Library, Des Moines.
Pub Date-Feb 80
Note-260p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC11 Plus Postage.**
Descriptors-*Community Influence, *Community Study, County Libraries, Library Collections, Library Planning, *Library Services, Library Surveys, *Public Libraries
Identifiers-Community Analysis Research Institute, *Iowa, *Library Users

This study of the public libraries in one county in central Iowa examines the workings of the Earlham, Truro, and Winterset libraries, and explores the elements in their respective communities which affect current library services and which have potential implications for future library planning. In addition to detailed profiles of the three libraries, this report includes analyses of the communities of Madison County and their library users. Census data are provided, as well as a comparison of Madison County to the 1978 Gallup Survey. A review of project goals, a selective bibliography, and maps of the area are appended to the study. (FM)

ED 186 109 PS 011 377

*Lindsay, Jeanne Warren*
**Pregnant Too Soon: Adoption Is an Option.**
Pub Date-80
Note-206p.
Available from-Morning Glory Press, 6595 San Haroldo Way, Buena Park, CA 90620 ($13.95, hardcover, $9.95, softcover, plus $1.50 shipping. Discount on quantity orders).
Pub Type- Books (010)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Adolescents, Adopted Children, *Adoption, Agencies, *Experience, Fathers, Grief, Guidelines, *Mothers, Parent Child Relationship, Parent Responsibility, *Pregnant Students, Questionnaires, *Readiness
Identifiers-*Parent Child Separation

In this book, young women who relinquished their babies for adoption and young women who kept their children share some of their feelings about and attitudes toward adoption. Chapters focus on parenthood by choice, readiness for parenthood, how adoption agencies work, independent adoptions, adoption by relatives, fathers' rights, dealing with grief, communication between adoptive parents and birth mothers, releasing a toddler for adoption, older adoptees, and experiences of adoptive parents. Appended material includes a questionnaire: Am I Parent Material?''; advice to parents of pregnant daughters; and guidelines for working with pregnant teenagers. This book is not a plea for pregnant teenagers to release their babies for adoption, but is a book dedicated to the principle that parenthood deserves to be chosen and not forced on nor acquiesced to by those who care for children. (Author/RH)

ED 186 233 SE 030 530

*Johnson, Willis N.*

# Project: Metric Education Today - Henderson County Schools, Henderson, Kentucky. Final Evaluation Report.

Murray State Univ., Ky.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-22 May 79
Note-11p.
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Demonstration Programs, Elementary Secondary Education, *Experimental Programs, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Measurement, *Metric System, *Research
Identifiers-*Mathematics Education Research

A metric education project is described and evaluated. The project attempted to integrate a variety of components including grade objectives and activities, teacher training, and public relations. The report describes the model school and the target population, lists the metric education goals, and describes the project events and procedures.

Results indicate that students learned a significant amount of metric measurement skills and had positive attitudes toward the use of metric measures. (MK)

ED 185 846 FL 011 334

*Racle, Gabriel L.*

**Suggestopaedia and Literacy.**

Pub Date- 79
Note-22p.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Adult Basic Education, Experiential Learning, *Instructional Innovation, *Literacy Education, *Reading Instruction, *Sensory Integration, Teaching Methods, *Writing Instruction
Identifiers-*Suggestopedia

The emotional and paraconscious characteristics of an adult who is faced with the need to learn to read make the use of the suggestopedic instructional method, which operates below the level of consciousness, attractive. Among learner characteristics to which suggestopedia can be directly applied are integrative and instrumental motivation, and those aspects of cultural conditioning that will not allow the learner to accept an imposed written language, which must grow from his/her own verbal command. The complex anxieties of the adult learner can be answered by the total relaxation and security that is the essence of suggestopedia. The inclusion of artistic elements in instruction, especially music, is crucial. Because an ideal mood for learning is established from the beginning, remarkable results can be achieved in a short time. A global approach toward teaching children to read and write is described. With some modifications, a similar program could be instituted for adults. (JB)

ED 185 942 HE 012 660

**Survey of Provision for Academic Staff Development (United Kingdom and Canada). Survey III.**

Manitoba Univ., Winnipeg.
Pub Date-Feb 80
Note-54p.

Available from-The University of Manitoba, Department of Education, Winnipeg, Manitoba, Canada R3T 2N2
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Reference Materials - Directories/Catalogs (132)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Administrative Organization, *College Faculty, Curriculum Development, *Faculty Development, Foreign Countries, Higher Education, *Inservice Teacher Education, *Professional Continuing Education, Professional Development, Program Descriptions, School Surveys
Identifiers-*Canada, *United Kingdom

A survey was conducted in 1979-80 to determine which Canadian universities are involved in the provision of teaching services for academic staff (assistance of various forms in such matters as instructional skills, evaluation techniques, courses and curriculum planning). Information is presented on the nature of the assistance being provided, the administrative format, the dates the units or committees were established, and the scope of activities in which the units are involved. Results of a 1977-78 survey in the United Kingdom are also included. The results of the Canadian survey are summarized in a chart categorized as follows: (1) institutions that employ a committee format; (2) institutions employing a unit format; (3) the numbers of full- and or part-time staff associated with the committees or unit; (4) the institutions involved in such activities as staff workshops; (5) the percentage of the institution's teaching staff that is involved in the various activities of the units/committees; and (6) the provision, if any, that is made for graduate assistant training. The United Kingdom chart names the institutions that are indicated as offering some such service, gives the name of the committee and/or unit through which the services are administered, the date of their establishment; and a directory of the people involved in staff development at the various universities. The training courses in the United Kingdom range from induction and orientation sessions for new staff members, to inservice courses for established staff. Over half of the British institutions provide formal inservice training, and there is little discipline-based training. (SW)

ED 185 983 IR 008 312

*Fang, Josephine Riss*

**National Library Associations and Their Impact on Library Legislation: An International Survey.**

Pub Date-Aug 79

Note-15p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). For related documents, see IR 008 306, IR 008 309-312, IR 008 326, IR 008 341, IR 008 352, IR 008 359, IR 008 369 and IR 008 371.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Foreign Countries, *Legislation, *Libraries, Library Administration, *Library Planning, *Library Services, *Professional Associations

Librarians may most effectively promote library legislation needed to further the goals of libraries and library service through legislative lobbying activities. The legal basis for library legislation exists in the undisputed fact that libraries are agencies of learning and therefore merit the same legislative attention as schools. The most basic form of legislation provides for national libraries and library services. Legislation also establishes planning and policy making commissions, and provides financial support for facilities, materials, and professional training. Professional associations of librarians are ideally situated to promote legislative lobbying activities. In the United States, the American Library Association and the Association of American Library Schools have insured representation of library interests at the White House Conference on Library and Information Services. Legislative lobbying by professional associations in West Germany has resulted in the enactment of model library laws. Effective lobbying efforts have been reported by associations in the Philippines, Yugoslavia, Nigeria and Latin America, while direct cooperation with governmental commissions in Senegal and the Netherlands has also produced favorable actions. On the international level, a primary goal of the International Federation of Library Associations should be assistance to national associations in pursuing legislative objectives. (RAA)

*Floyd, Debbie Lee*

**Tomorrow's Higher Education Student Development Process Model: A Study of Levels of Agreement and Implementation Among Chief Student Personnel Administrators in Public, Small and Rural Community Colleges.**

Pub Date-May 79
Note-150p.; Ed.D. Dissertation, Virginia Polytechnic Institute and State University
Available from-University Microfilms, P. O. Box 1764, Ann Arbor, MI 48106 (Order No. 79-24,102, MF $11.00, Xerography $22.00)
Pub Type- Dissertations/Theses - Doctoral Dissertations (041) · Reports - Research (143)

**Document Not Available from EDRS.**

Descriptors-Administrator Attitudes, Administrator Characteristics, Administrator Responsibility, Adoption (Ideas), *Community Colleges, *Deans, Educational Background, Literature Reviews, Models, National Surveys, Program Evaluation, *Program Implementation, Questionnaires, Rural Schools, Small Colleges, Student Development, *Student Personnel Services, *Student Personnel Workers, Two Year Colleges
Identifiers-*Tomorrow Higher Education Project

In an examination of efforts towards the implementation of the Tomorrow Higher Education (THE) model for student development, a survey of 204 student personnel administrators at small, public, rural community colleges was conducted to determine: (1) the extent to which practitioners agreed with the basic constructs and underlying assumptions of the THE model; (2) the extent to which practitioners agreed with the process steps of the model; (3) evidence indicating that these steps are being implemented; and (4) the relationships between practitioners' agreement with the THE model and its actual implementation. The survey revealed that each of the process steps of the model was being implemented by the respondents to a lesser extent than reported levels of agreement with each step. The survey report includes background information on the development of the THE model; a review of the literature on the history of student personnel work, the student personnel and student development points of view, graduation preparation programs, proposals for practitioners, and contributions to theory and concept building; a detailed description of the survey methodology and analysis of its findings; recommendations for further research; the survey instrument (The Student Development Process Inventory Community College Form); and a bibliography. (JP)

ED 186 069 JC 800 243

**Community Impact Study. Volume I: Composite Report.**

Oakton Community Coll., Morton Grove, Ill.
Pub Date-Mar 80
Note-157p.; For a related document, see JC 800 244
Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-Adult Students, Business, College Programs, *College Role, Community Attitudes, *Community Benefits, *Community Colleges, Community Surveys, Employer Attitudes, High School Students, Information Needs, Information Sources, *Institutional Evaluation, *Outcomes of Education, Participant Satisfaction, Program Evaluation, Publicity, School Surveys, Secondary School Teachers, Student Attitudes, Student Personnel Services, Teacher Attitudes, Two Year Colleges, Two Year College Students

A community impact study was conducted by Oakton Community College (OCC) in Fall 1979 to determine how representative samples of six constituent groups learned about OCC; the benefits they perceived in having a community college in the area; their awareness of and satisfaction with OCC programs and services; and ways in which OCC could be improved. Separate survey instruments were designed for each of six groups: area residents, executive officers from area businesses, personnel from the 12 area high schools, high school juniors and seniors, OCC students enrolled in credit courses in Fall 1979, and students taking adult and continuing education courses. Questionnaires were mailed to community residents and business representatives, and all other groups were surveyed in classes. Major findings relevant to the respondents as a whole revealed that: (1) mailings were the primary source of information about OCC; (2) OCC was valued more for its vocational offerings than for its non-credit, continuing education programs; (3) respondents were more aware of OCC's transfer and vocational programs than they were of the availability of counseling and community services, and (4) respondents rated OCC's performance highest with regard to continuing education and vocational programs. There was no consensus on how OCC should be improved. The survey report contains analyses of the responses of each group. (Author/JP)

ED 186 170 RC 011 987

**Self-Determination Requires Information Power! The Report of Record on the White House Pre-Conference on Indian Library and Information Services On or Near Reservations (Denver, Colorado, October 19-22, 1978).**

Department of the Interior, Washington, D.C. Office of Library Services.
Spons Agency-Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.; National Commission on Libraries and Information Science, Washington, D. C.
Pub Date-Feb 80
Note-199p.; Appendix may be marginally legible.
Pub Type- Collected Works - Proceedings (021)
**EDRS Price - MF01/PC08 Plus Postage.**
Descriptors-American Indian Culture, *American Indian Reservations, American Indians, *Community Information Services, *Evaluation Methods, *Information Needs, Information Services, *Library Planning, Library Role, Library Services, *Program Evaluation, Program Improvement, Public Libraries, School Libraries, Self Determination, Tribes, Trust Responsibility (Government)
Identifiers-Bureau of Indian Affairs, *White House Pre Conf Indian Library Info Services

Preparatory and follow-up activities as well as proceedings are described in this report of a conference that brought representatives of 103 tribes together to discuss and lay the groundwork for comprehensive improvement of library and information services for Indian communities served by the Bureau of Indian Affairs. Chapters I, II, and III outline the history of the conference, the planning process, the goals and objectives, the structure of the task forces, and the planning documents. Chapter IV provides a narrative account of conference meetings and activities and excerpts from speeches by Rick Lavis, Deputy Assistant for Indian Affairs, and by W. Roger Buffalohead, the independent conference evaluator. Chapter V gives the official conference resolutions and a summary of recommendations; concerns include legislation to fund information and library programs for Indian reservation communities and self-determination in the development of the programs. Conference delegates and their biographies are listed in Chapter VI; Chapter VII describes post conference publicity and follow-up activities. Chapter VIII presents a detailed evaluation of the conference, i.e., participant characteristics, participant evaluations of conference effectiveness, and the adequacy of resources and organization. Appendices contain a variety of related documents including a directory of participants by state and by tribe. (JH)

ED 186 207 SE 027 624

*Enyeart, Morris A.*
**Analogy and Physics Achievement.**
Pub Date-Mar 79

Note-14p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (52nd, Atlanta, GA, March 21-23, 1979). Not available in hard copy due to marginal legibility of original document.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Ability, *Achievement, *Cognitive Ability, Cognitive Development, College Science, *Comprehension, *Educational Research, Higher Education, Physics, Ratios (Mathematics), *Science Education
Identifiers-*Piaget (Jean)

This paper reports on research designed to examine relationships among analogical reasoning, Piagetian level, and physics achievement. A sample of 37 college students enrolled in a physics course participated in a three-day study and were given tasks designed to measure analogical reasoning ability and Piagetian level. Course achievement was indicated by individual scores on the mid-term examination, final examination, and total course score. The study suggests that a change to paragraph form no longer necessitates the use of proportional reasoning, nor is the paragraph form related to Piagetian level as in the A;B;;C;x type of analogy. Data indicate that paragraph analogies do not aid comprehension of a concept, and that analogies found in science texts do not enhance achievement. (Author/GA)

ED 186 321 SO 012 558

*Arnold, Fred Fawcett, James T.*

**The Value of Children: A Cross-National Study. Volume Three. Hawaii.**

Hawaii Univ., Honolulu. East-West Center.

Pub Date-75

Note-160p.; For related documents, see SO 012 082 and SO 012 556-561. Best copy available.

Available from-University Press of Hawaii, 2840 Kolowalu Street, Honolulu, HI 96822 ($3.00)

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors-Abortions, *Children, Comparative Analysis, Contraception, *Family Planning, *Parent Attitudes, Participant Characteristics, Policy Formation, Population Trends, Public Policy, Research Methodology, Social Science Research, *Socioeconomic Influences, *Values

Identifiers-*Hawaii

The document, one in a series of seven reports from the Value of Children Project, discusses results of the survey in Hawaii. Specifically, the study investigated the social, psychological, and economic costs and benefits associated with having children. The volume is presented in seven chapters. Chapter I describes the background of the study and summarizes findings. Interviews were conducted with 620 male and female respondents equally representative of Caucasian, Japanese, and Filipino groups. The emotional benefit of watching children grow and guiding their development was a predominant value. The major disadvantages included emotional and economic costs and restrictions. Chapter II discusses the sample and methodology of the research. Chapter III details positive and negative values of children including reasons for wanting sons and daughters, general attitudes toward children, and reasons for wanting or not wanting another child. Chapter IV focuses on economic costs and benefits and Chapter V concerns family size and family planning. Chapter VI discusses the value of children within the social context. The final chapter presents population policy recommendations and implications for future research. Recommendations include creating alternatives for some of the emotional satisfactions children provide, augmenting benefits that provide economic security, and eliminating government policies which ease the financial burden of children. (KC)

ED 186 339 SO 012 592

*McTeer, J. Hugh Jackson, Barry N.*

**The Use of the Portable Computer in Classroom Instruction.**

Pub Date- 78
Note-8p.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Computer Assisted Instruction, Computer Assisted Testing, Computer Programs, Feedback, High School Seniors, Individualized Instruction, Interdisciplinary Approach, *Local Government, Mathematics, Program Descriptions, Program Development, Remedial Instruction, Secondary Education, Student Developed Materials, United States Government (Course)

This paper describes a computer-assisted instruction program which was used in a senior high school local government course. In the fall of 1978, a contract was worked out between four senior American government students who were also studying fifth year mathematics. In return for writing a computer program on local government, which would count as 25 percent of the second nine weeks grade in both classes, the students were given some release time from regular classroom activities in both the government and the mathematics classes. Some homework was also suspended for these students. The program was written in basic computer language for a TR8-80 Radio Shack Level II computer. The particular data statements were designed to question students on local county government. The computer logic, however, could be used in any other subject area and the teacher would only have to develop different data statements to fit the different subject area. The data for the local government course consisted of 99 questions 33 questions each of multiple choice, true or false, and fill in the blank. The program was used in various ways. For example, individual students used the computer for remedial work. The program has also been used as a pretest of the student's knowledge of local government. The program provides direct feedback since incorrect responses are immediately noted, students are given correct answers, and students are given page numbers in the textbook when they need extra help and information. The program has increased student interest in the course. (Author/RM)

*Balazs, Janos, Gyore, Pal*

**Library Legislation and Management with Special Regard to Science and Technology Libraries.**

Pub Date-Aug 79

Note-11p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). Best copy available. For related documents, see IR 008 306, IR 008 309-312, IR 008 326, IR 008 341, IR 008 352, IR 008 359, IR 008 369, and IR 008 371.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Foreign Countries, *Legislation, *Library Administration, *Library Planning, *Library Services, *Special Libraries

Identifiers-*Hungary

Associations of special libraries in Hungary are being developed to provide universal availability of published works on a national and international level. While most library legislation recognizes considerations, concerns of document security, copyright, reprography and computerized services are also matters of legislative importance, particularly for special libraries. Hungarian law treats all libraries as a unified system with individual libraries in four administrative networks public, school, academic, or special. A central library in each network provides professional operational supervision, procedural methodology, and professional training. Libraries within these networks are encouraged to form associations based on professional disciplinary interest, e.g., chemistry, geology, telecommunications. Each professional association of libraries involves one central library and other cooperating libraries. Among the tasks of the associations are maintenance of statistical information, compilation of library holdings, evaluation against international holdings, interlibrary cooperation, and provisions for reproduction and dissemination of library materials. On the international level, these associations are encouraged to develop bilateral affiliations for exchange of publications and interlibrary loan. (RAA)

ED 186 031 IR 008 400

*Chen, Ching-Chih And Others*
**Citizen Information Seeking Patterns: A New England Study. Executive Summary Report for the White House Conference on Library and Information Services.**
Simmons Coll., Boston, Mass. School of Library Science.
Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.
Pub Date-Nov 79
Note-9p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Behavior Patterns, *Information Needs, *Information Seeking, *Information Sources, Libraries, Regional Characteristics, Surveys, Tables (Data), User Satisfaction (Information), Use Studies
Identifiers-*New England

This summative report highlights findings of a survey into the everyday information needs of New England residents related to occupational and non-occupational situations in which they made decisions, sought answers, or clarified or solved problems. Data from the survey provide insights into the behavior of information seekers, information sources consulted, perceived level of user satisfaction with information sources, institutional and environmental barriers to effective information seeking, and reasons for use and non-use of libraries. (FM)

ED 186 088 JC 800 299

*Liebermann, Jo Romoser, Richard C.*

**Faculty Compensation 1979-1980: Management Report.**

Cuyahoga Community Coll., Cleveland, Ohio.

Pub Date- Mar 80

Note-71p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*College Faculty, *Community Colleges, Comparative Analysis, *Compensation (Remuneration), Contract Salaries, Cost Indexes, Fringe Benefits, *Full Time Faculty, Institutional Characteristics, National Surveys, Questionnaires, Retirement Benefits, Teacher Employment Benefits, Teacher Salaries, Two Year Colleges

Identifiers-Ohio

A survey of 38 community college districts, including all community colleges in Ohio as well as a representative nationwide sample, was conducted by Cuyahoga Community College (CCC) in December 1979 to solicit information on faculty compensation during 1979 and to determine CCC's relative position among similar institutions with regard to full-time faculty remuneration. Selected survey results, based upon the responses of 26 districts, indicate that the unweighted average compensation for all institutions was $24,066, of which $20,893 was salary. While this represents a 7.6% increase over 1978, the average increase registered by the National Consumer Price Index was 12.8%. Average compensation at CCC ($27,040) was 12.2% higher than the national norm, and the average salary ($22,301) was 6.7% higher. The range of contract days reported was from 157 to 195, and the average unweighted compensation amount per full-time contract day was $140, as compared to $150 at CCC. The survey report contains several data tables illustrating 1979-80 full-time faculty compensation at respondent institutions, a comparison of 1978 figures with 1979 data, changes in average compensation from 1977 to 1979, a comparison of 1979 average compensation at CCC with other institutions, and a comparison of CCC compensation with changes in the Consumer Price Index since 1971. (JP)

ED 186 132 PS 011 423

*Goldman, Susan R. Bisanz, Jeffrey*

**Understanding the Development of Analogical Reasoning Ability.**

Pub Date-Apr 80
Note-17p.; Paper presented at the Annual Neeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Age Differences, *Children, *Cognitive Development, Cognitive Processes, Educational Diagnosis, *Individual Differences, *Logical Thinking, *Problem Solving, Research Problems, *Theories
Identifiers-*Analogical Reasoning

This paper takes the position that theories about individual differences in childhood and theories about cognitive development both would be enhanced if the two lines of research were integrated. The heuristic value of this position is illustrated in the context of analogical reasoning tasks. A general model of analogy solution and potential sources of variability in performance are outlined. Specifically, for both geometric and verbal analogy solution, individual and developmental differences are shown to be related to differences in task interpretation and understanding, definition of task relevant features and strategies, and the effectiveness and efficiency with which processes are executed. The specific findings as well as the general position are discussed in terms of implications for diagnosis and optimization in instructional settings. (Author/MP)

ED 186 260 SE 030 649

*Ely, Donald P.*
**Guidelines for Media Production.**
Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
Pub Date-Mar 80
Note-41p.; Small print in charts may be marginally legible.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Audiovisual Aids, Communications, *Educational Media, *Evaluation, Federal Government, Guidelines, *Instructional Materials, *Media Selection, *Production Techniques

Presented are: (1) guidelines for the selection of appropriate and feasible media; (2) criteria for production in each media format; and (3) guidelines for evaluation of each medium. This is designed for grantees or contractors who will be producing audiovisual materials for the EPA, or as part of a related activity. The level of sophistication varies. Included are rules of thumb'' for those who need only suggestions or a brief guideline prior to requesting, producing, or using any audiovisual medium. Also provided is additional detail about media selection, production standards, and suggestions for evaluation of media. (BT)

ED 185 826 FL 011 275

*McGary, Jane, Comp.*

**Bibliography of Educational Publications for Alaska Native Languages.**

Alaska Univ., Fairbanks. Alaska Native Language Center.
Spons Agency-Alaska State Dept. of Education, Juneau.; Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-79
Contract-310-77-0051
Note-173p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, AK 99701.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-Alaska Natives, *American Indian Languages, *Bilingual Education, Cultural Education, *Eskimo Aleut Languages, *Instructional Materials, *Reading Materials, *Reference Materials, Second Language Instruction, Second Language Learning, Uncommonly Taught Languages

*A bibliography on Alaska native languages covering educational* publications printed during 1968-78 is presented. The document concentrates on printed materials produced for school use in modern practical orthographies and is divided into two major sections, Indian languages and Eskimo-Aleut languages, and within these into sections by language. All Alaska native languages except Eyak are represented. The introductory paragraph at the beginning of each section briefly describes the language's status, service agencies, bilingual education programs, and present active research. For most languages, the name and address of at least one linguist knowledgeable on the language is included, as well as a list of a few ethnographic or literary works on the background of the people and their culture. The reference section lists such basic works as dictionaries and grammars. Because of the availability of a number of relevant works, sections on bilingual education materials are added for Central Yupik and Inupiaq. These include reports, curricula, and similar materials, in English, referring specifically to these languages. Materials designed primarily for learning the native language as a second language, including nontechnical (teaching) grammars, graded lessons, conversational lessons, and basic vocabulary materials, are included. All materials are designated by the appropriate educational level. (SW)

ED 185 868 FL 011 411

*Bhatia, Aban Tavadia*

**Theory of Discourse and the Teaching of English Composition to Undergraduate Students.**

Central Inst. of English and Foreign Languages, Hyderbad (India).
Pub Date-77
Note-13p.
Journal Cit-CIEFL Bulletin; v13 n2 p59-70
Pub Type- Journal Articles (080) - Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*College Second Language Programs, Discourse Analysis, *English (Second Language), Higher Education, Language Patterns, Linguistic Performance, *Paragraph Composition, *Second Language Instruction, *Sentence Structure, Teaching Methods, Undergraduate Students, *Writing (Composition)
Identifiers-India

An integrated approach to teaching English composition to undergraduate students in Indian universities is proposed. The integration in approach is realized in terms of an onward progression from the first to the third year of the degree course. The idea of an integrated approach (viewing the sentence and the paragraph in an integrated manner) can be realized through the adoption of two teaching strategies. The first strategy, dealing with the sentence, is called meristic'' and the second, dealing with the paragraph, is called holistic.'' The meristic approach seeks to equip the student with an ability to grasp the mechanics of expression, while the holistic approach is aimed at facilitating an understanding and control of the nature and processes of paragraph organization. It is suggested that a composition instructional program at the undergraduate level necessitates a meristic approach in the initial stages and a holistic approach at an advanced level. It is further suggested that the theory of discourse be introduced at the holistic level. At the advanced level, the students will be able to understand and appreciate the distinct organizational formats and grammatical components of the various types of discourse. (SW)

ED 185 887 HE 012 504

*Levenstein, Aaron, E.*

**The Yeshiva Case: Special Analysis. The Impact of the Supreme Court Decision. Newsletter, National Center for the Study of Collective Bargaining in Higher Education, Vol. 8, No. 1, Jan.-Feb., 1980.**

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education.

Pub Date-Feb 80

Note-9p.

Available from-National Center for the Study of Collective Bargaining in Higher Education, Baruch College, 17 Lexington Avenue, New York, NY 10010

Pub Type- Collected Works - Serials (022) - Reference Materials (130) - Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Administrators, *Collective Bargaining, *College Faculty, *Court Litigation, Faculty College Relationship, Governance, Higher Education, Private Colleges, State Colleges, *Unions

Identifiers-National Labor Relations Act, *National Labor Relations Board v Yeshiva Univ, Supreme Court, *Yeshiva University NY

The impact of the Supreme Court Decision, National Labor Relations Board versus Yeshiva University,'' on collective bargaining at colleges and universities is considered. The basic thrust of the majority decision is that faculty are not under the umbrella of the National Labor Relations Act and that administration may refuse to negotiate with a union representing faculty if they are managerial.'' In simplest terms, the Court has said that the National Labor Relations Board may not certify a union of faculty or require the administration to deal with it if the faculty are endowed with managerial status sufficient to remove them from the coverage of the Act. Among the questions considered are the following: (1) What criteria must be met by a private institution if it is to be relieved of the duty to bargain? (2) When are faculty deemed to be managerial'' and therefore denied the protection of the Act? (3) What alternatives are open to administrations that have been dealing with a union but are now no longer compelled to do so? (4) What recourse still remains available to the unions that are directly affected? (5) Will governance structures undergo change as a result of pressures created by the Yeshiva decision? and (6) How will bargaining in public universities and colleges be altered by the new development in the private sphere? A chart provides information by state and school on faculty contracts and bargaining agents in private institutions. (SW)

ED 186 188 RC 012 021

*Cogo, Robert*

**Haida Months of the Year.**

Ketchikan Indian Corp., Alaska.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-79

Note-17p.; Part of the Southeast Alaska Native Materials Development Project. For related documents, see RC 012 020 and RC 012 022-030.

Available from-Ketchikan Indian Corporation, P.O. Box 6855, Ketchikan, AK 99901 ($1.00)

Language-English; Haida

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Alaska Natives, American Indian Culture, *American Indian Education, *American Indian Languages, *American Indian Studies, Climate, Elementary Education, Food, Illustrations, *Instructional Materials, Native Language Instruction, Reading Materials, *Time, Uncommonly Taught Languages, Wildlife

Identifiers-*Calendars, Ethnic Heritage Studies Program, *Haida (Language), *Haida (Tribe), Seasons

Students are introduced to Haida vocabulary in this booklet which briefly describes the seasons and traditional seasonal activities of Southeastern Alaska Natives. The first section lists the months in English and Haida; e.g., January is Taan Kungaay,'' or Bear Hunting Month.'' The second section contains seasonal names in Haida and English as well as the five Haida food gathering times: Herring Egg Time, Black Seaweed, Red Salmon, Berries Ripen, and Dog Salmon Egg Month. The final section describes the most important natural events and food gathering activities of each month; the text is in English with selected Haida words in parentheses following the English equivalent. In some cases, the origin of Haida month names is provided; e.g., the Haida word for November, when bears hibernate, means large thing laid down.'' Line drawings illustrate each page. (JH)

ED 186 234 SE 030 537

*Cox, M. J. Lewis, D.*

**Vibrations and Waves: Using Computer Assisted Learning.**

Pub Date-Aug 79

Note-15p.; Paper presented at the GIREP Conference on Oscillations and Waves and Current Problems in Physics Education (Rehovot, Israel, August 19-26, 1979). Contains light and broken type. For related document, see SE 030 538.

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*College Science, *Computer Assisted Instruction, Computer Programs, *Course Descriptions, Higher Education, Laboratories, *Physics, Problem Solving, *Science Curriculum, Science Education

Described is the development of computer assisted learning packages for nonscience major undergraduate students. The equipment needed to run the packages is described as well as the role and value of the packages. Several examples of the kind of computer graphics used in the computing laboratory are illustrated. The problems associated with the packages are evaluated, and an assessment of students' work is given. (SA)

ED 186 284 SE 030 872

*Mestre, Jose P.*

**Some Factors Affecting the Technical Education of College Age Hispanics.**

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Grant-NIE-G-79-0094
Note-12p.; Paper presented at the annual meeting of the National Association for Bilingual Education, International Bilingual Education Conference (9th, Anaheim, CA, April 21-23, 1980). Not available in hard copy due to copyright restrictions. Contains light and broken type.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Algebra, Bilingual Education, *Bilingual Students, Cognitive Processes, *College Science, Educational Research, *Engineering Education, Higher Education, *Hispanic Americans, Learning Processes, *Mathematics Education, Reading Processes, Science Education, Technical Education

This study investigates factors which may adversely affect the technical education of Hispanic bilinguals. Hispanic bilingual students (N 36) majoring in science or engineering at the University of Massachusetts were given a variety of exams in both English and Spanish aimed at ascertaining the level of certain mathematically related skills. An English version of the exams was also administered to 38 monolingual science and engineering majors. Results indicate that math performance is very dependent upon language proficiency for bilinguals, but not for monolinguals. (Author/CS)

ED 186 303 SO 012 530

**Gateway to America: Genealogical Research in the New York State Library.**

New York State Education Dept., Albany. Cultural Education Center.; New York State Library, Albany.
Pub Date-80
Note-32p.; Photographs may not reproduce clearly from EDRS in paper copy due to poor reproducibility of original document.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Annotated Bibliographies, Community Resources, Indexes, Library Guides, *Library Materials, *Local History, Periodicals, Research Methodology, State History
Identifiers-*Family History, *Genealogy, New York

This booklet is intended to aid persons in using the extensive collections of the New York State Library for genealogical research. The library has assembled special files and reference works to help persons in New York State go through the steps necessary to trace their ancestry. As a first step, researchers should study personal family records. A special card file marked Surnames'' will refer them to books or parts of books on a particular family. The second step involves consulting the Index to American Genealogies'' to identify genealogies embodied in local history. When a family name or genealogy cannot be found in the genealogies, a knowledge of the localities where ancestors lived is of great value. At this point the researcher should search through local histories which may reveal names and facts. To help the researcher through this process the booklet contains many different kinds of aids and suggestions. For example, a floor plan of the library is included as well as concise descriptions of how books in the local history and genealogical area are shelved. A section of the booklet entitled Guide to Research Materials in the Local History and Genealogy Area'' describes and contains copies of card files which persons would use to trace their ancestry. A large portion of the booklet contains annotated listings along with library call numbers of helpful resources. Included are listings of genealogical indexes, suggested readings on genealogical research, leading genealogical periodicals, aids in the reference section, state records, local records, and church records. (Author/RM)

ED 186 387 SP 015 917

*Mitchell, Christina And Others*

**Varying Formats of Teaching Undergraduate Field Courses: An Experimental Examination.**

Spons Agency-National Inst. of Mental Health (DHEW), Bethesda, Md. Center for Studies of Crime and Delinquency.
Pub Date-79
Grant-NIMH-MH-29160
Note-36p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Course Organization, *Group Structure, *Preservice Teacher Education, Program Development, *Supervision, *Teacher Education Programs, *Teaching Methods

The relative rigidity of instructional method, the intensity of supervision, and the size of instructional group are the three variables investigated in a study of students' feelings towards their preservice teaching experiences. Approximately 250 education students were queried regarding the kind and amount of supervision they were accorded during their experiences in the field. Results indicate that students receiving less supervision were correspondingly less satisfied with their preservice training. (LH)

ED 186 153 RC 011 465

*Buswell, Mark And Others*

**Senior Seminar: A Curriculum Booklet. Revised Edition.**

Colorado Springs Public Schools, Colo.
Pub Date-May 77
Note-82p.; For related document, see RC 011 466.
Available from-Senior Seminar, Mitchell High School, 1205 Potter Drive, Colorado Springs, CO 80909 ($5.00 plus postage).
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Course Objectives, *Curriculum Development, Curriculum Guides, *Experiential Learning, Grade 12, *Interdisciplinary Approach, Learning Activities, Outdoor Activities, Outdoor Education, *Problem Solving, *Program Content, Secondary Education, Seminars, Student Evaluation, *Units of Study
Identifiers-Colorado (Colorado Springs), *Mitchell High School Senior Seminar CO

Mitchell High School's Senior Seminar is a 5-credit interdisciplinary and experiential intensive learning program offered for one semester during a student's senior year. During that time the student takes no other coursework; he focuses on single subjects in learning blocks that may extend from two to four weeks. Program goals center on learning effective means for human interaction, improving self-concepts, developing positive learning attitudes, and mastering methods for self-direction in learning. The Seminar begins with a 3-day retreat which introduces the basic concepts of the program; the second week is devoted to teaching the basic skills and procedures in problem solving to be used in the course. Students select their activities from 16 learning blocks; these include such experiences as working on a farm or ranch, participating in outdoor experiences, and investigating the Colorado criminal justice system. Other learning blocks involve handmade shelters, mining, urban survival, the mass media, and minority groups. Students are required to keep journals for each of the learning blocks.

In the Capstone'' at the end of the semester, students show their mastery of the program's basic learning skills as they design and carry out their own learning experiences. This booklet lists the goals and objectives for each of the learning blocks and is designed to assist persons interested in starting similar programs. (DS)

ED 186 360 SP 015 611

*Capie, William And Others*

**Teacher Performance Assessment Instruments: A Handbook for Interpretation.**

Georgia Univ., Athens. Coll. of Education.
Spons Agency-Georgia State Dept. of Education, Atlanta.
Pub Date-79
Note-127p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Evaluation Criteria, *Evaluation Methods, Performance Factors, Student Evaluation of Teacher Performance, Teacher Effectiveness, *Teacher Evaluation

This manual is designed for use by data collectors and others during training on the Teacher Performance Assessment Instruments (TPAI) developed by the Georgia Department of Education and the University of Georgia to evaluate minimum competency skills in candidates for teaching certificates and beginning teachers. Contained within are the five instruments which comprise the TPAI, a commentary on three of these instruments, and a summary of procedures for managing the data collected during an assessment. The handbook may also be used as a reference during an actual assessment of teacher performance. (Authors/LH)

ED 185 847 FL 011 338

**Persian Basic Course: Volume I, Lesson 1-18.**
Defense Language Inst., Monterey, Calif.
Report NO.-01PF47
Pub Date-Jun 66
Note-188p.; For related documents, see FL 011 339-350.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($3.05, accompanying cassettes $6.40)
Language-English; Persian
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC08 Plus Postage.**
Descriptors-*Audiolingual Methods, Communicative Competence (Languages), Dialogs (Language), *Grammar, Instructional Materials, *Intensive Language Courses, Language Usage, Listening Comprehension, Pattern Drills (Language), *Persian, *Reading Comprehension, *Second Language Instruction, Standard Spoken Usage, Vocabulary Development, Writing Skills

The first of 10 volumes of a basic course in Persian is presented that is designed for use in the Defense Language Institute's intensive programs. The course, employing the audiolingual methodology, is designed to train native English speakers to level three proficiency in comprehension and speaking and level two proficiency in reading and writing Persian. A guide to Persian pronunication and a drill on various Persian sounds is presented. A section on vocabulary provides for each word a transcription of the word with symbols adopted from Webster's Collegiate Dictionary,'' the meaning of the word in English, and the word in the Persian alphabet. Each of the 18 lessons contains the following: (1) a cartoon guide, (2) dialogue in Persian, (3) idiomatic translation of the dialogue into English, (4) recombination in Persian, (5) drill blocks in Persian, and (6) questions in Persian. Tapes accompany the texts. (SW)

ED 185 905 HE 012 563

*Ingram, Richard T. And Others*

**Handbook of College and University Trusteeship. The Jossey-Bass Series in Higher Education.**

Pub Date-80

Note-514p.

Available from-Association of Governing Boards of Universities and Colleges, One Dupont Circle, NW, Suite 720, Washington, DC 20036 ($25.00)

Pub Type- Books (010) - Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

**Document Not Available from EDRS.**

Descriptors-Administrative Organization, Administrator Guides, *Administrator Responsibility, Administrator Selection, *Board Administrator Relationship, College Faculty, College Planning, College Presidents, College Students, Evaluation Criteria, Fund Raising, *Governance, *Governing Boards, *Higher Education, Institutional Evaluation, Leadership, Legal Responsibility, Money Management, Orientation, Personnel Policy, Policy Formation, Private Colleges, Resource Allocation, Self Evaluation (Groups), Tenure, *Trustees, Unions

Identifiers-Audits, Bylaws, Conflict of Interest

Information on the full range of trustee responsibilities from institutional planning, fund raising, resource management, academic program review, tenure and personnel decisions, and faculty bargaining to selection and assessment of administrative leadership are offered in this comprehensive handbook. Individual chapters are written by J. L.

Zwingle, John W. Nason, Robert L. Gale, John J. Corson, Rhoda M. Dorsey, Martin Meyerson, among others. Part One, Significance of Trusteeship, provides background perspectives on an institution unique to the United States with emphasis on recent developments that have changed the role of governing boards. Part Two, Effective Board Management, offers principles of effective board organization such as trustee selection and orientation. Part Three, Effective Institutional Oversight, examines the various issues confronting trustees, including policy-making, institutional planning, overseeing academic programs, and selecting a chief executive. Part Four, Resource Development and Management, offers guidelines for strengthening the board's ability to secure resources and advice on contending with liability risks. Part Five, Performance Assessment, offers evaluation methods that can assess leadership and management. The resources in the last section include: trustee audit; self-study criteria for private college and university boards; bylaws for independent colleges; statement on conflicts of interest; and recommended readings. Provided are references and an index. (LC)

*Abbs, Peter Carey, Graham*

**Proposal for a New College.**

Pub Date-77

Note-92p.

Available from-Heinemann Educational Books Inc., 4 Front Street, Exeter, NH 03833 ($6.50)

Pub Type- Opinion Papers (120) - Books (010)

**Document Not Available from EDRS.**

Descriptors-*College Curriculum, College Environment, Educational Change, Educational History, Educational Innovation, *Educational Philosophy, Educational Theories, *Experimental Colleges, Futures (of Society), Global Approach, *Higher Education, Liberal Arts, Literature Reviews, *Living Learning Centers, Nontraditional Education, Relevance (Education), Residential Colleges, *Small Colleges

Identifiers-Bauhaus, Black Mountain College NC, Ruskin College (England)

It is argued that in an age of decelerated expansion, cultural values must replace consumption; that the local, small, and organic must replace the international, large, and synthetic. One radical college is proposed as a center for this kind of change. Its inspiration is seen in the past: stable primitive communities, classical treatises, monastic foundations, pioneering institutions of higher learning such as Ruskin College, the Bauhaus, and Black Mountain College. The proposal draws on literature, historical events and institutions, and present-day institutions from around the world. The new college proposed would be democratic, self-managing, small, and residential. Its central aim would be to unify the experience of living and learning, of community and culture, of economy and academy. The institution is described in theory but in little detail. The proposed curriculum is briefly outlined. Appended are a bibliography and list of references. (MSE)

ED 185 984 IR 008 313

*McKinlay, John*

**Impact of Information Systems on Users of Academic Libraries: Australia.**

Pub Date-Aug 79
Note-9p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). Legibility varies.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Academic Libraries, Foreign Countries, *Information Services, Interlibrary Loans, Library Role, *Online Systems, Resource Allocation
Identifiers-*AUSINET, *Australia, Library Users

The development of automated information services in academic libraries and the growth of AUSINET (Australian Information Network) are described. The current organization of online services and their integration into the pattern of user assistance are noted, and the effects on the user/librarian relationship, on the use of primary and secondary sources, on interlibrary lending, and on the allocation of staff and financial resources are considered. Future effects are projected to be wider and more significant than those already observed. (Author)

ED 186 110 PS 011 378

*Ayers, Jerry B.*

**Teacher Evaluation in Early Childhood Education: Application of a Model.**

Pub Date-Jan 80

Note-17p.; Paper presented at the International Congress on Early Childhood Education (Tel Aviv, Israel, January 6-10, 1980).

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*College Graduates, Early Childhood Education, Followup Studies, Higher Education, Models, *Program Evaluation, Self Evaluation (Individuals), Student Evaluation of Teacher Performance, *Teacher Education Programs, *Teacher Evaluation

Identifiers-*Tennessee Technological University

This paper presents a summary description of the Tennessee Technological University Teacher Evaluation Model and of its application to teachers in early childhood education. The model was developed to assess the graduates of teacher education programs at Tennessee Technological University. The evaluation is based on information from four sources: graduates of the teacher education program, their supervisors (principals), their students, and independent observers. Types of data collected include self-ratings of teacher ability, ratings of the level of achievement of objectives of the teacher education program, demographic information, grade averages, courses completed, standardized test scores, measures of personality, ratings of teacher competence by principals and by students, and direct classroom observation. Results are presented for the application of the model to 115 graduates who were teaching in grades K-3 (of these, 85 graduates had completed the B.S. and 30 had completed the M.A. degree). Older individuals with more teaching experience and formal education were more open-minded in their beliefs, were rated higher by their principals and by their students, and were rated higher by independent observers of classroom behavior. (SS)

**Child Development Associate. Program Planning.**

Eastern Oklahoma State Coll., Wilburton.; Oklahoma Child Development Associate Policy Advisory Council, Midwest City.; Oscar Rose Junior Coll., Midwest City, Okla.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date- 76
Grant-DHEW-OCD-6-C-15
Note-111p.; For related documents, See PS 011 431-447.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Reference Materials (130)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-*Child Caregivers, *Competency Based Teacher Education, *Curriculum Development, Day Care, Early Childhood Education, Educational Environment, Educational Equipment, Learning Activities, Lesson Plans, *Planning, Postsecondary Education, *Preschool Teachers, Resource Units, *Training
Identifiers-*CDA, Child Development Associate

The purpose of this Child Development Associate (CDA) training module, one of a series of 18, is to help the CDA intern develop a planned curriculum for an early childhood program. The module stipulates competency-based objectives and provides essential information, suggestions, examples and learning activities on topics related to the objectives. These topics are room arrangement; outdoor environment; equipment selection and ordering, yearly, weekly and daily plans; resource unit development; activity development; and field trips. Also included is a partially annotated list of books, pamphlets, films and tapes concerning early childhood programs. (SS)

ED 186 261 SE 030 650

*Capie, William And Others*

**Using Science Achievement to Validate Student Teacher Competencies.**

Pub Date-Apr 80
Note-26p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980). Contains light and broken type.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Academic Achievement, *Competency Based Teacher Education, Educational Research, Elementary Education, *Elementary School Science, *Preservice Teacher Education, Science Education, *Science Instruction, *Student Teachers, Teacher Effectiveness, Tests

Reported is a study to determine the validity of competencies which are the basis of professional teacher certification. The paper also assesses the importance of generic competencies in science learning at the elementary level. The study itself offers several recommendations regarding teacher training and research in classrooms using instruments similar to the Teacher Performance Assessment Instruments (TPAI). It suggests that management is an important factor in achievement in elementary classrooms where student teachers are involved. (Author/SA)

ED 185 962 IR 007 725

**Alabama Public Library Service. Annual Report, 1978.**
Alabama Public Library Service, Montgomery.
Pub Date-Jun 79
Note-34p.; For related document, see ED 165 735.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Annual Reports, Government Publications, *Library Collections, *Library Services, *Public Libraries, Regional Libraries, *State Programs

This report on Alabama public and regional libraries and their services includes brief discussions of the year's state and federal aid, public library development, interlibrary cooperation, library automation, summer reading programs, services for the blind and physically handicapped, planning and research, library services to institutions, continuing education, and public library service. A library operations statistical report covering the period from October 1, 1977 to September 30, 1978 details the resources, circulation, and finances of Alabama public and regional libraries. A directory of public libraries lists institutions alphabetically by city, while a directory of regional libraries lists institutions alphabetically by name. (FM)

*Kharina, I. M.*
**Universal Availability of Publications A Basis of NPLST Activity.**
Pub Date-Aug 79
Note-14p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). Best copy available.
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Foreign Countries, Library Catalogs, Library Facilities, *Library Services, Library Technical Processes, *National Libraries, Natural Sciences, Public Libraries, *Reference Services, Technology
Identifiers-*Scientific and Technical Information, *USSR (Moscow)

This paper describes the foreign and home literature collection on scientific research, natural sciences and technology, conference papers, and professional monographs; reference aids and catalogs; library reading facilities; and national and international library services of the National Public Library for Sciences and Technology (NPLST) in the USSR. (CMV)

ED 186 032 IR 008 401

*Monroe, Margaret E.*

**The Cultural Role of the Public Library, 1920-1980, and Its Impact on Library Education.**

Pub Date-15 Feb 80

Note-16p.; Paper presented at the Association of American Library Schools Conference (Austin, TX, February 15, 1980).

Pub Type- Historical Materials (060) - Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Adult Education, *Art, *Culture, History, Information Dissemination, *Library Education, *Library Role, Models, Opinions, *Public Libraries

This review traces the history of the public library's role in the diffusion of information about American culture, surveys the influence of that role on library education, and describes five models which reflect the range of cultural roles presently being fulfilled in libraries and which identify the knowledge and skills librarians need to support cultural activities. The functions of the five models are stated as follows: (1) to serve the arts information needs of the community, (2) to provide a showcase for the arts in the local community, (3) to facilitate arts program coordination among community organizations, (4) to provide outreach centers for the community's cultural agencies, and (5) to stimulate the consideration of public issues in the light of humanistic values. (FM)

ED 186 052 JC 790 566

**Operating Manual for Two-Year Campus Programs.**

Ohio Board of Regents, Columbus.
Pub Date-31 Jul 79
Note-142p.; Not available in paper copies due to the marginal reproducibility of the original document. Appendix A was deleted due to reproducibility problems.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Agricultural Education, *Associate Degrees, Business Education, Classification, College Credits, *College Curriculum, College Programs, Community Colleges, Community Services, Degree Requirements, Engineering Technology, Guidelines, Independent Study, Labor Education, Liberal Arts, Program Evaluation, Program Proposals, Program Validation, Proposal Writing, Public Administration Education, State Curriculum Guides, *State Standards, Technical Education, Technical Institutes, Trade and Industrial Education, Transfer Programs, *Two Year Colleges, Vocational Education, Vocational Followup
Identifiers-*Ohio

Guidelines and accompanying forms are provided in this operations manual designed as a guide for the management and development of the instructional units at the member institutions of Ohio's two-year college system. The manual first presents the mission statement of the two-year colleges, defines the various types of colleges in the system, and presents general recommendations regarding two-year college programs, enrollments, facilities, and services. Course work and requirements are then described for programs leading to the associate degree in each of five instructional areas: arts and sciences, applied business and science, individualized study, technical education, and labor studies. Procedures are then outlined to be used in the proposal of new associate degree programs, technical majors, and one-year programs; relevant forms are also provided. The report then offers a taxonomy of officially approved titles for technical programs in the areas of business, engineering, health, agriculture, natural resources, and public services. Guidelines are then presented for awarding academic credit, program review, off-campus instruction, and vocational follow-up surveys of technical education graduates. Appended to the manual is an inventory of the technical programs offered at each of Ohio's two-year colleges. (JP)

ED 186 070 JC 800 244

**Community Impact Study. Volume II: Appendices.**
Oakton Community Coll., Morton Grove, Ill.
Pub Date-Mar 80
Note-124p.; For a related document, see JC 800 243
Pub Type- Numerical/Quantitative Data (110) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Adult Students, Business, College Programs, *College Role, Community Attitudes, *Community Benefits, *Community Colleges, Community Surveys, Employer Attitudes, High School Students, Information Needs, Information Sources, *Institutional Evaluation, *Outcomes of Education, Participant Satisfaction, Program Evaluation, Publicity, Questionnaires, School Surveys, Secondary School Teachers, Student Attitudes, Student Personnel Services, Teacher Attitudes, Two Year Colleges, Two Year College Students

Materials are provided that relate to a community impact study that was conducted by Oakton Community College (OCC) in Fall 1979 to determine how members of six constituent groups learned about OCC; the benefits they perceived in having a community college in the area; their awareness of and satisfaction with OCC programs and services; and ways in which OCC could be improved. This compilation provides survey instruments, sample correspondence, respondent profiles, and the responses of the six survey groups to open-ended questionnaire items. The study solicited information from: (1) area residents; (2) area business representatives; (3) personnel from the 12 surrounding high schools; (4) juniors and seniors at these schools; (5) students taking non-credit, adult or continuing education courses; and (6) students taking credit courses at OCC in Fall 1979. Additionally, a short history of OCC is provided, along with an outline of the objectives of the study, and the time table used during the initiation and implementation of the survey project. (JP)

ED 186 208 SE 028 282

*Wortman, Paul M. And Others*

**An Evaluation of the Integrated Science Program. Final Report.**

Northwestern Univ., Evanston, Ill. Center for Evaluation Research.
Spons Agency-National Science Foundation, Washington, D.C. Directorate for Science Education.
Pub Date-Jun 79
Grant-NSF-SED-76-01243
Note-157p.; Contains occasional light and broken type.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-*College Science, Curriculum Evaluation, Evaluation Methods, Higher Education, *Program Evaluation, *Science Careers, Science Education, *Science Instruction, Student Attitudes, *Student Behavior

This report is an evaluation of the Integrated Science Program for undergraduate students at Northwestern University. Four aspects of the program were investigated: (1) history and development, (2) curriculum, (3) effect on students' attitudes and behaviors, and (4) the impact of the program on students' careers. Recommendations for future action are given. Three appendices contain a sample brochure and application to the program, a copy of the curriculum, course evaluation and summary questionnaires, and the student survey. (SA)

ED 186 235 SE 030 538

*Cox, Margaret*

**Report on the Conference on Physics Teaching Held at the Weizmann Institute of Science, Rehovot, Israel, August 19-24, 1979.**

Pub Date-Sep 79
Note-5p.; For related document, see SE 030 537. Not available in hard copy due to marginal legibility of original document.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Computer Assisted Instruction, *Educational Improvement, Elementary School Teachers, *Higher Education, Instructional Materials, *Physics, Science Instruction, Scientific Concepts, Social Problems, *Teacher Education, *Teaching Methods, Technology

This report discusses the current problems in teaching physics to teachers and new techniques for teaching vibrations and waves to students with limited mathematical ability. The author summarizes the topics covered at the Conference within the two categories. (SA)

ED 186 340 SO 012 593

*Sanders, Beverly*

**Women in American History: A Series. Book One, Women in the Colonial Era and The Early American Republic 1607-1820.**

American Federation of Teachers, Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-79

Note-58p.; For related documents, see SO 012 594-596.

Available from-Education Development Center, 55 Chapel Street, Newton, MA 02160 ($1.25 plus $1.30 shipping charge)

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-American Indians, Blacks, *Colonial History (United States), *Females, Feminism, Learning Activities, Occupations, *Revolutionary War (United States), Secondary Education, Sex Discrimination, *Sex Role, Social Studies, United States History, Womens Education, *Womens Studies

The document, one in a series of four on women in American history, discusses women in the Colonial Era and the Early American Republic (1607-1820). Designed to supplement high school U.S. history textbooks, five chapters are devoted to women who were both famous and those who were not well known. Chapter I focuses on women in the founding days. Pocahontas, poet Anne Bradstreet, and religious dissenter Anne Hutchison are discussed. The plight of female indentured servants and black slaves is portrayed through writings and advertisements from that period. Chapter II covers women, family, and home in colonial times. The lives of black, white, and Native American women are contrasted. Chapter III focuses on colonial occupations of women. Diary excerpts depict lives of female shopkeepers, plantation managers, printers, doctors and midwives, innkeepers, and school mistresses. Chapter IV, Women in the American Revolution,'' discusses the Daughters of Liberty groups and the role of women in the war effort. Chapter V is concerned with the rights of women during this era. Letters and diaries portray women who questioned their subordinate role in society, marriage, and education. The chapter concludes, however, that by the 19th century, the passive, ornamental lady set forth in ladies' books and female academies was becoming the ideal of femininity. Questions and suggested activities are provided at the end of each chapter. (KC)

ED 186 361 SP 015 612

*Capie, William And Others*

**Teacher Performance Assessment Instruments: A Set of Plans for Practice Rating.**

Georgia Univ., Athens. Coll. of Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.
Pub Date-79
Note-336p.; For related documents, see SP 015 610, SP 015 613, SP 015 615, and SP 015 617. Parts may not reproduce clearly.
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC14 Plus Postage.**
Descriptors-Classroom Observation Techniques, Elementary School Teachers, *Evaluators, *Guidelines, Measurement Techniques, Secondary School Teachers, Teacher Effectiveness, *Teacher Evaluation, *Training Methods
Identifiers-Observation Criteria, *Training Materials

The plans included in this manual were developed for use in training data collectors to administer the Teacher Performance Assessment Instruments (TPAI). They were designed by classroom teachers and present data collectors with types of plans which might be encountered while assessing teachers in the field. Each set of plans was developed to serve one of three purposes: 1) to simulate a teacher's portfolio for use in practice-rating teachers on the TPAI; 2) to illustrate teaching plans for videotaped lessons used in practice-rating teachers on the Classroom Procedures and Interpersonal Skills instruments; or 3) to provide illustrative materials for use in practice-conducting a complete assessment using all three instruments. (JD)

ED 186 388 SP 015 922

*Schroeder, Gary G.*

**Making It Stick''....The Elusive Problem of Accounting for Educational Change.**

Pub Date-Apr 80

Note-18p.; Paper presented at the National Teacher Corps Research Cluster Conference on Change (Boston, MA, April 1980).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Administrator Role, Adoption (Ideas), *Attitude Change, *Change Agents, *Change Strategies, Classroom Environment, *Educational Change, *Educational Environment, Interaction, Organizational Development, Staff Development, Teacher Administrator Relationship, Teacher Role

Identifiers-Macrosystems, Microsystems

The nature of educational settings and the relationship between educational settings and educational change is discussed. It is suggested that the standard linear organizational structure within most school settings is detrimental to the implementation and development of creative change strategies. The rigidity of this type of organizational structure promotes the attitude that change cannot be brought about, which, in turn, all but ensures that change will not occur. The notion of the educational environment as a macro- or microsystem is explained, and examples of successful change programs using this notion are given. It is suggested that a new way of thinking about educational change, based on the macrosystem/microsystem hypothesis, is needed. (LH)

ED 185 827 FL 011 278

**The Fourth Annual Report of the National Advisory Council on Bilingual Education.**

National Advisory Council on Bilingual Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date-30 Sep 79
Contract-300-78-0184
Note-220p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-*Bilingual Education, Bilingual Schools, Bilingual Students, *Bilingual Teachers, *Educational Legislation, Educational Policy, Elementary Secondary Education, *English (Second Language), Federal Legislation, *Federal Programs, Research Projects, Second Language Programs, *State Programs

The fourth annual report of the National Advisory Council on Bilingual Education summarizes the condition of bilingual education in the United States and describes the administration and operation of Title VII. The Council recommendations include the following: (1) that the Commission on Foreign Languages collaborate and coordinate its effort with the National Advisory Council; (2) that there should be a separate Department of Education at the Cabinet level; (3) that the Bilingual Education Act be expanded to provide more than short-term transitional projects designed to promptly mainstream students into an all-English program; (4) that the bilingual education program take a holistic approach to education of the entire family and conduct research on adult learning; (5) that research be conducted that examines the existing methods of implementation of bilingual programs at the secondary level; (6) that longitudinal studies be conducted of those projects which would assess the cognitive and affective development of limited English proficiency children; (7) that the Office of Bilingual Education (OBE) place a higher priority on materials development and dissemination; (8) that the OBE develop conceptual models for inservice training programs in the target languages; and (9) that the OBE institute training programs for the preparation of bilingual personnel at the secondary level. Federal and state programs in bilingual education are detailed, and current federal research in bilingual education is described. (SW)

ED 185 869 FL 011 414

*Eddy, Peter A., And Others*

**Chinese Language Study in American Higher Education: State of the Art. Final Report.**

Center for Applied Linguistics, Arlington, Va.

Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Report No.--436AH80006

Pub Date-80

Grant-G007802366

Note-165p.

Pub Type- Information Analyses (070)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors-*Chinese, *College Second Language Programs, Degrees (Academic), Enrollment, *Enrollment Trends, Financial Support, Higher Education, Independent Study, Instructional Materials, *Program Descriptions, Questionnaires, *Second Language Instruction, *Student Characteristics, Surveys, Teacher Characteristics

This study was undertaken to provide recent and comprehensive information on the state of Chinese studies in the United States. An extensive questionnaire was completed by 111 American institutions of higher education offering Chinese instruction. Overall enrollments and enrollment trends are discussed, and the degrees awarded in 1978 are enumerated. Characteristics of teachers of Chinese are described. A catalogue of information on instructional materials emphasizes the assessment of instructional needs in first- through fourth-year courses. Aspects of Chinese language instruction in the United States, which is represented by a wide variety of programs, are discussed. Characteristics of students of Chinese are examined. Funding of Chinese language instruction and potential funding resources are reported. A shorter questionnaire was completed by institutions offering only self-study programs. Responses from institutions that had recently dropped Chinese instruction from their curriculum are also analyzed. (JB)

ED 185 888 HE 012 505

**Degrees and Other Formal Awards Conferred by Nebraska Institutions of Postsecondary Education, 1974-75 through 1977-78. A Mini-Series Report, No. 6.**

Nebraska Coordinating Commission for Postsecondary Education, Lincoln.

Pub Date-Nov 79
Note-150p.
Available from-Nebraska Coordinating Commission for Postsecondary Education, P.O. Box 95005, 301 Centennial Mall South, Lincoln, NB 68509
Pub Type- Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-*Associate Degrees, Awards, *Bachelors Degrees, Certification, Comparative Analysis, *Degrees (Academic), *Doctoral Degrees, Higher Education, Intellectual Disciplines, *Majors (Students), *Masters Degrees, Professional Education, Statistical Analysis
Identifiers-*Nebraska

Data are presented on degrees and other formal awards conferred by Nebraska institutions of postsecondary education for 1974-75 through 1977-78. The number of degrees and other formal awards are aggregated individual program totals for the respective award levels. The following award levels are included: doctor's degrees; degrees or certificates that are intermediate between the master's degree and the doctor's degree; first-professional degrees in selected fields, master's degrees, bachelor degrees; associate degree curricula of two or more years, but less than four years; other formal recognition (without associate degree) curricula of two or more years but less than four years; and curricula of at least one but less than two years. (SW)

ED 185 943 HE 012 661

*Evans, John Edward*
**Issues of Merit Pay in Higher Education: A Selective Bibliography.**
Pub Date- 80
Note-16p.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Administrative Policy, *College Faculty, Higher Education, *Incentives, *Merit Pay, *Professional Recognition, Teacher Employment, *Teacher Salaries, Trend Analysis

A selected bibliography designed to characterize the various viewpoints on merit pay in higher education through the decade of the 1970's is presented. Initial research was conducted by surveying the Education Index,'' the Social Sciences Index,'' the Humanities Index,'' the Social Sciences and Humanities Index,'' and ERIC's Current Index to Journals in Education.'' The list of potential items was screened for relevance, reduced in size, evaluated, and verified by direct study of the original documents. Additional items were included from bibliographies of articles. (SW)

ED 186 089 JC 800 305

*Broadbent, William A.*

**Diesel and Truck Certification Needs Assessment: Two Surveys.**

Hawaii Univ., Honolulu. Office of the State Director for Vocational Education.

Pub Date-May 79

Note-43p.

Pub Type- Tests/Questionnaires (160) - Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Auto Body Repairers, *Auto Mechanics, *Certification, *Diesel Engines, Employer Attitudes, Job Skills, *State Standards, State Surveys, Test Construction, *Testing Problems, *Testing Programs, Test Items

Identifiers-Hawaii, *Trucking Industry

Recommendations for the improvement of the diesel engine and truck components of the Hawaii state certification examination for automobile and truck mechanics were solicited from 14 major private businesses repairing heavy tractor rigs and/or diesel engines on Oahu and a statewide sample of 21 trucking firms and other companies making extensive use of trucks. Personal interviews with managerial personnel at truck service and repair firms focused on: firm employees who had taken the diesel mechanics portion of the exam, its validity, preferences with regard to modification of the testing system, subject areas that should be emphasized in a new exam, willingness to participate in test development, preferences in relation to test administration, requirements for certification, the problem of English language fluency, and the weaknesses of the present testing system. Interviews with trucking firms solicited information on: the number of trucks in the firm's fleet and whether they were diesel or gasoline powered, desirability of mechanic certification, familiarity with the exam, adequacy of the gasoline engine examination and areas that needed improvement, truck frame, chassis, and diesel and gasoline engine suppliers, repair types and costs, complaints about repairs, and testing preferences. The survey report presents analyses of both surveys, recommendations, and the interview guides. (JP)

ED 186 171 RC 011 992

*Hull, Ray*

**The Small Secondary Schools: Mechanisms for Making Less Do More.**

Oregon School Study Council, Eugene.; Oregon Univ., Eugene. Coll. of Education.

Pub Date-80

Note-40p.

Journal Cit-OSSC Bulletin; v23 n7 Apr 1980

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055) - Journal Articles (080)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Athletics, *Curriculum, *Educational Environment, Elective Courses, Graduation Requirements, Independent Study, Individualized Instruction, *Rural Schools, School Activities, School Community Relationship, School Schedules, *Secondary Education, *Small Schools, Special Education, *Student Needs, Surveys, Vocational Education

Identifiers-*Oregon

On-site interviews with administrators and teachers in 35 small, rural secondary schools in Oregon indicated that quality education was being provided to their students, despite the limitations of low budgets and small staff and student bodies. The study found that to provide the curriculum diversity that would meet the special needs of their students, small schools were manipulating a variety of components. These components included required and elective curricula, scheduling, use of independent and individualized learning and special programs for exceptional students, career and vocational programs, activity programs, community resources and flexibility in graduation requirements. The study suggests that the greatest strength of the small school is the provision of an environment that supports and enhances individual relationships between and among all those concerned with the small school educational process. This report examines some of the specific ways in which the small schools were dealing with the problem of meeting individual student needs within the context of a limited program. Because they represent the problem areas most commonly addressed by small secondary schools, seven topics are given particular attention. These topics include: (1) curriculum, (2) scheduling, (3) independent/individualized learning, (4) exceptional students, (5) career/vocational training, (6) school activities, and (7) the school-community relationship. (Author/DS)

ED 186 189 RC 012 022

*Cogo, Robert*
**Haida Numbers and Calculation.**
Ketchikan Indian Corp., Alaska.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-79
Note-10p.; Part of the Southeast Alaska Native Materials Development Project. For related documents, see RC 012 020-021 and RC 012 023-030.

Available from-Ketchikan Indian Corporation, P.O. Box 6855, Ketchikan, AK 99901 ($0.50)
Language-English; Haida
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Alaska Natives, *American Indian Culture, American Indian Education, *American Indian Languages, *American Indian Studies, Elementary Education, Instructional Materials, Language Enrichment, *Native Language Instruction, *Numbers, *Number Systems, Reading Materials, Second Language Learning, Uncommonly Taught Languages
Identifiers-Ethnic Heritage Studies Program, *Haida (Language), *Haida (Tribe)

Experienced traders in furs, blankets, and other goods, the Haidas of the 1700's had a well-developed decimal system for counting and calculating. Their units of linear measure included the foot, yard, and fathom, or six feet. This booklet lists the numbers from 1 to 20 in English and Haida; explains the Haida use of ten, hundred, and thousand units; and gives Haida terms for addition, subtraction, division, and linear measures from 1 to 12 feet. This is one in a series of curriculum materials designed to introduce students to the languages of Southeast Alaska Natives. (JH)

ED 186 304 SO 012 533

*Smith, John M., Jr.*

**Smaller College Sociologists Participation in Professional Organizations: Obstacles and Opportunities.**

Pub Date-Mar 78
Note-18p.; Paper presented at Annual Meeting of the Southern Sociological Society (New Orleans, LA, March 1978).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*College Faculty, Higher Education, *Professional Associations, Professional Development, *Professional Recognition, *Small Colleges, *Sociology, Success, Teacher Behavior, *Teacher Participation

This paper examines the nature and degree of participation by sociologists associated with smaller colleges in the United States in professional sociology organizations. The objective is to encourage these sociologists to become more active in their professional organizations. Professional participation is interpreted to include research production, journal publication, and active membership in state, regional, and national professional groups. Because sociologists from smaller colleges are underrepresented in these ventures, it is often assumed that they are not competent to broaden their role as teachers of sociology to include research and professional participation. Upon examination, however, other reasons for this low-level of participation become evident. These include that sociologists in smaller colleges have allowed their non-participatory role to be defined for them by others, often possess feelings of inferiority which inhibit them from seeking more active participation, may suffer from insufficient professional motivation, and are isolated from professional resources. Four types of isolation are identified professional, self-imposed, institutional, and organizational. To counteract these obstacles, professional organizations should make serious efforts to increase access to sociologists from smaller colleges. The sociologists, in turn, should utilize every participatory opportunity including giving papers, serving on committees, and interacting personally with association members. (DB)

ED 186 322    SO 012 559

*Buripakdi, Chalio Khanthajai, Nathabhol*

**The Value of Children: A Cross-National Study, Volume Four. Thailand.**

Chulalongkorn Univ., Bangkok (Thailand).

Pub Date-77

Note-131p.; For related documents, see SO 012 082 and SO 012 556-561.

Available from-University Press of Hawaii, 2840 Kolowalu Street, Honolulu, HI 96822 ($3.00)

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-Abortions, *Children, Comparative Analysis, Contraception, Developing Nations, *Family Planning, Foreign Countries, *Parent Attitudes, Participant Characteristics, Policy Formation, Population Trends, Public Policy, Research Methodology, Social Science Research, *Socioeconomic Influences, *Values

Identifiers-*Thailand

The document, one in a series of seven reports from the Value of Children Project, discusses results of the survey in Thailand. The project conducted interviews with 360 married couples in the vicinity of Bangkok. The volume is presented in seven chapters. Chapters I and II discuss the conceptual model, research methodology, and sample characteristics. Chapter III details responses concerning positive and negative values of children including reasons for wanting daughters and sons, reasons for wanting a specified number of children, and general attitudes toward children. Chapter IV presents perceptions of economic costs and benefits of children. Chapter V focuses on family size and family planning including attitudes toward contraception and abortion, family planning knowledge and practices, and the relationship of family size and planning to participant background. Chapter VI describes the value of children and fertility within the social context. The final chapter summarizes findings and makes recommendations for population policy. Responses concerning the advantages of children centered around companionship, economic and general help (especially in old age), and continuity of the family name. Disadvantages included financial costs, concern over the child's health, and the responsibilities of parenthood. Policy recommendations include government insurance or pension plans to reduce parents' dependency on children in old age; a collective approach to social activities to reduce the need for many children; and educational efforts to change family size norms by emphasizing the economic and emotional advantages of a small family. (Author/KC)

ED 185 924 HE 012 617

*Petersen, Dorothy G., Ed.*

**A Guide to Recognized Accrediting Agencies, 1980-82. A Factbook Covering 61 Postsecondary, Nongovernmental Accrediting Organizations in the United States.**

Council on Postsecondary Accreditation, Washington, D.C.

Pub Date-80

Note-286p.

Available from-Council on Postsecondary Accreditation, One Dupont Circle NW, Washington, DC 20036

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC12 Plus Postage.**

Descriptors-Academic Standards, *Accreditation (Institutions), *Accrediting Agencies, Administrator Guides, Agency Role, Classification, Departments, Fees, Higher Education, Institutional Evaluation, Legislation, Methods, *Postsecondary Education, *Professional Associations, Professional Education, Program Evaluation, Specialization, State Standards, Vocational Education

Compiled are data on 61 accrediting bodies recognized by the Council on Postsecondary Accreditation and/or members of the Council of Specialized Accrediting Associations. Among the information given for each association: title, address, telephone number, principal officers, a brief description of its history, boards or associations represented by it, the postsecondary accrediting body or bodies' title(s), recognition status, scope of accreditation, number of accredited programs, membership profile, eligibility requirements for application, accreditation and professional membership (description), accreditation and licensure laws or standards and guidelines, classifications used, provisions for adverse accreditation actions or decisions, an outline of the accrediting process, procedures required of programs, and fees and dues. Thirteen institutional accrediting bodies and 48 specialized ones are included. (MSE)

ED 186 262 SE 030 651

*Kansky, Bob*

**Conference Report: Wyoming Invitational Conference on Instructional Applications of Computers.**

Wyoming Univ., Laramie. Science and Mathematics Teaching Center.

Pub Date-79

Note-51p.; Contains occasional light type.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*Computer Assisted Instruction, *Computer Oriented Programs, *Computers, Computer Science, Computer Science Education, Conferences, *Educational Technology, Elementary Secondary Education, Inservice Education, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Needs Assessment, Surveys, Teaching Methods

This report: (1) describes the organization of an invitational conference aimed at gathering direction from classroom teachers regarding instructional applications of computers; (2) provides copies of all materials used in organizing such a conference; and (3) reports the results of the conference in terms of conference products (resolutions, survey instruments, etc.). Thirty-nine resolutions are included. The first is a detailed position statement regarding instructional use of computers. Recommendations 2-39 direct specific persons, agencies, or organizations to take specific actions supportive of this position. (Author/MK)

ED 186 285 SE 030 874

*Smith, Lyle R. And Others*

**Effect of Teacher Clarity on Student Achievement in Science.**

Pub Date-Feb 80

Note-23p.; Paper presented at the annual meeting of the Southwest Educational Research Association (San Antonio, TX, February 1980). Not available in hard copy due to marginal legibility of original document.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Academic Achievement, *College Science, Conference Papers, *Educational Research, Genetics, Higher Education, Science Education, *Science Instruction, *Teacher Behavior

Identifiers-*Clarity

Reported are results of a study designed to determine the experimental effect of three low-inference teacher clarity variables on student achievement in science. College students (N 41) were randomly assigned to one of two groups defined by the teacher's clarity in the lesson, i.e., high clarity versus low clarity. After a lesson in basic genetics concepts, the subjects completed a test on the contents of the lesson and then rated the lesson presentation. Students in the high clarity group achieved more (although not significantly) than did students in the low clarity group. Students perceived the high clarity lesson as significantly clearer than the low clarity lesson. (Author/CS)

ED 185 848 FL 011 339

**Persian Basic Course: Volume II, Lessons 19-28.**
Defense Language Inst., Monterey, Calif.
Report NO.-PF0009S
Pub Date-Sep 60
Note-199p.; For related documents, see FL 011 338-350.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($3.35, accompanying cassettes $8.00)
Language-English; Persian
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC08 Plus Postage.**
Descriptors-*Audiolingual Methods, Communicative Competence (Languages), *Dialogs (Language), *Grammar, Instructional Materials, *Intensive Language Courses, Language Usage, Listening Comprehension, Pattern Drills (Language), *Persian, Reading Comprehension, *Second Language Instruction, Standard Spoken Usage, Vocabulary Development, Writing Skills

The second of 10 volumes of a basic course in Persian is presented that is designed for use in the Defense Language Institute's intensive programs for native English speakers. The central feature of the daily lesson is the structured dialogue, which systematically incorporates a number of grammatical features. Grammar is not explained through conventional explanations or discussions. After students perceive the morphological changes through intensive oral usage and class drill, they gain additional practice by after-class reading. The following sequence of text material is followed: (1) grammar perception drills using the familiar and known vocabulary to introduce the new morphological patterns; (2) daily dialogue involving new morphological patterns and new vocabulary; (3) dialogue translation into English; (4) grammar analysis, which exemplifies the structural patterns in a very simple language; (5) grammar drills; (6) a Persian narrative and questions; (7) aural-oral and written homework; and (8) vocabulary lists. Tapes accompany the text. (SW)

ED 185 963 IR 008 056

**Education of School Media Specialists. Master of Library Science Certificate of Eligibility for Permanent Certification.**

Saint John's Univ., Jamaica, N.Y.
Pub Date-78
Note-85p.
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Certification, Librarians, *Library Education, Library Schools, *Masters Programs, *Media Specialists, Program Descriptions, School Libraries

Submitted for the purpose of maintaining registration of St. John's Master of Library Science degree for School Media Specialists with the New York State Board of Regents, this report describes the following aspects of the masters program: (1) its conceptualization, (2) requirements for entrance, (3) competencies, (4) assessment, (5) student guidance, (6) program evaluation, and (7) program governance. Appendices contain operating procedures for the St. John's consortium on the education of school media specialists, and provide selected modules of instruction from a variety of areas required for the media specialist's permanent certification. (FM)

ED 185 985 IR 008 314

*Sanner, L. E.*

**Scandia Plan: Collecting Cooperation in the Nordic Countries.**

Pub Date-Aug 79

Note-11p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Foreign Countries, *International Programs, *Library Acquisition, *Library Cooperation, Library Networks, Program Descriptions, Research Libraries, Special Libraries

Identifiers-*Scandinavia

This report describes the Scandiaplan, a plan for coordinating the acquisition of materials among several special and research libraries in Denmark, Finland, Norway, and Sweden. Elements covered include prerequisites for developing a cooperative acquisition program, the history of the Scandiaplan, technical and economic problems, goals of the program, and the components of library cooperation. (FM)

ED 186 111 PS 011 379

*Stewig, John Warren*

**From Visuals to Words.**

Pub Date-Apr 80
Note-19p.; Paper presented at the Annual Conference of the Midwest Association for the Education of Young Children (Milwaukee, WI, April 19, 1980).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Elementary School Students, *Kindergarten Children, *Learning Activities, *Motivation Techniques, Primary Education, Teaching Methods, *Visual Aids, *Writing Exercises, Writing Instruction

This speech indicates how teachers can use visual materials in classrooms to promote writing by children in primary school. Five classroom tested motivating experiences discussed are: (1) adding words to wordless picture books, (2) writing about artist's paintings, (3) writing story lines from films, (4) comparing variant editions of the same story, and (5) making statements of preference. (Author/RH)

ED 186 134 PS 011 431

**Child Development Associate. Play Is Everything.**

Eastern Oklahoma State Coll., Wilburton.; Oklahoma Child Development Associate Policy Advisory Council, Midwest City.; Oscar Rose Junior Coll., Midwest City, Okla.

Spons Agency-Office of Child Development (DHEW), Washington, D.C.

Pub Date- 76

Grant-DHEW-OCD-6-C-15

Note-74p.; For related documents, see PS 011 430 and PS 011 432-447.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Reference Materials (130)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*Child Caregivers, *Competency Based Teacher Education, Day Care, Early Childhood Education, Learning Activities, *Play, Postsecondary Education, *Preschool Teachers, Resource Units, *Teacher Role, *Training

Identifiers-*CDA, Child Development Associate

The purpose of this Child Development Associate (CDA) training module, one of a series of 18, is to help the CDA intern to (1) understand the nature and importance of play as it relates to various dimensions of development, and (2) demonstrate the ability to plan and implement various kinds of play activities and situations. The module stipulates competency-based objectives and provides essential information, suggestions, examples and learning activities on three topics related to the objectives: the function of play in the preschool environment; the role of the teacher in children's play; and the development of activities for children. Also included is a partially annotated list of books, pamphlets, films and tapes concerning children's play. (SS)

ED 186 209 SE 029 823

*Kushler, Martin G. Davidson, William S.*

**An Experimental Examination of Alternative Strategies to Promote Energy Conservation in High School Youth.**

Spons Agency-Department of Energy, Washington, D.C.
Pub Date-79
Grant-DE-FG-01-77-CS-69011
Note-15p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, 1979).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Curriculum Development, *Educational Research, *Energy, *Energy Conservation, *Evaluation Methods, Secondary Education, *Surveys, Tests
Identifiers-*Energy Education

This paper discusses the results of a research effort in Michigan examining alternative means of encouraging energy conservation in high school youth. The study itself was conducted in Michigan during the 1978-79 school year, and involved a total of 95 high schools. This report describes the methods and procedures used in that study and presents a variety of findings. First, the project demonstrates that it is feasible to carry out this type of large scale research, including the reliable measurement of student attitudes about energy conservation. Second, the results show that both workshops and individual consultations were successful in influencing teachers to include energy conservation instruction in their classes. Finally, the findings concerning impact on student attitudes and self-reported behaviors are mixed but encouraging. These results are presented: preliminary conclusions are drawn; and the necessity for further research is discussed. (Author/RE)

ED 186 236 SE 030 539

*Noelting, Gerald*

**Constructivism as a Model for Cognitive Development and (Eventually) Learning (Orange Juice Experiment): The Development of Proportional Reasoning in the Child and Adolescent.**

Spons Agency-Ministry of Education, Quebec (Canada).
Pub Date-Jul 78
Note-24p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Abstract Reasoning, *Cognitive Development, *Concept Formation, Developmental Stages, *Educational Research, Elementary Secondary Education, *Learning Theories, Logical Thinking, *Mathematics Education, Rational Numbers, *Ratios (Mathematics), Research

This study examined the development of the rational number concept as a ratio. Preliminary to the description of the study is an introduction discussing constructivism and equilibration. The study itself tests whether equilibration theory holds, and if so, what is the nature of its phases'' and whether these are found at each of the periods'' of development. Findings include: development of the ratio concept occurs in stages which can be both chronologically and structurally differentiated and these stages can be seen as resulting from equilibration processes which can be reorganized into two distinct periods.'' A detailed description of the instrument, the orange juice test, is included. (MK)

# Changing Public Priorities: Universities and the Future of Ontario. Brief to the Ontario Council on University Affairs.

Council of Ontario Universities, Toronto. Committee on Operating Grants.
Pub Date-Mar 80
Note-80p.
Available from-Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Budgeting, Educational Finance, *Financial Policy, *Foreign Countries, Futures (of Society), *Government Role, *Higher Education, Income, *Public Policy, School Funds
Identifiers-Canada, *Ontario

A brief presented by the Council of Ontario Universities (COU) addresses financial requirements for 1981-82 for the Ontario university system. The first section of the brief examines the government's announced funding level for 1980-81 and contrasts this with the implications of the advice submitted by COU and the Ontario Council on University Affairs (OCUA) for the previous year. The position of Ontario's universities in relation to others in Canada is examined as is the position of the university sector in relation to other government supported sectors of the Ontario economy. Section Two provides the details of COU's advice to OCUA for 1981-82 and works within the framework of OCUA's system funding model. Section Three examines the operating and capital requirements of the Ontario government this decade and notes that present fiscal restraint is the result of a government decision to fund all financial requirements, both operating and capital, out of current revenue. An extrapolation of current university funding levels is made through 1983-84. Observations on the meaning of massive underfunding of universities in Ontario are presented. (SW)

ED 186 009 IR 008 343

*Dureau, Jeanne M.*

**Principles for the Conservation and Restoration of Collections in Libraries.**

Pub Date-Aug 79

Note-14p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979).

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Books, *Guidelines, *Libraries, *Library Collections, Microfilm, Photographic Equipment, *Preservation

Identifiers-Book Binding

This statement of principles, which represents a general approach to the nature and objectives of conservation and restoration work rather than a detailed description of methods and practices, is designed to encourage those responsible for the care of library collections to face up to the consequences of neglect and, together with their technical and scientific experts, to formulate a positive policy on the future of their collections. Factors that should be considered are presented in outline format under these headings: general observations on conservation; protection against physical damage, biological damage, and chemical damage; general observations on restoration; restoration of the body of an item or of individual leaves; and restoration of bindings. (JD)

*Oulton, A. J.*

**Factors Affecting End-User Charges for On-Line Bibliographic Information Retrieval Services in Public Libraries.**

Pub Date-79

Note-12p.; Paper presented at the International Online Information Meeting (3rd, London, England, December 4-6, 1979).

Available from-Learned Information, Ltd., Besserleigh Road, Abingdon, Oxford OX13 6EF, England (50.00 British pounds).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Cost Effectiveness, *Fees, Foreign Countries, *Information Retrieval, Information Services, Information Systems, *Online Systems, Opinions, *Public Libraries

Identifiers-*Great Britain

This essay presents an outline of the elements that need to be considered with regard to the question of end-user fees for online information retrieval services in British public libraries. The points are culled from many sources, including the experience of the United States, talks with online workers, and, in particular, discussions in the Working Party of the Bibliographical Information Retrieval Online Service (BIROS) Project. Factors addressed are political influences, the value of information and online services, the legal position of free public libraries, types of costs and charges, and discriminatory charges and implications of charging. Examples of the policy and practice of libraries in the British Library Research and Development Department's projects are given. (FM)

ED 186 154 RC 011 466

*Buswell, Mark And Others*

**To Learn How To Learn. Senior Seminar, Colorado Springs Public Schools: A Semester of Interdisciplinary Experiential Learning.**

Colorado Springs Public Schools, Colo.
Pub Date-Aug 78
Note-59p.; For related document, see RC 011 465.
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Experiential Learning, Field Interviews, High School Seniors, *Information Seeking, *Interdisciplinary Approach, Interviews, Investigations, *Learning Processes, Models, Performance Contracts, *Problem Solving, *Program Content, Secondary Education, Student Evaluation, Student Responsibility, Worksheets, Writing Skills
Identifiers-Colorado (Colorado Springs), *Mitchell High School Senior Seminar CO

Students nearing high school graduation need more than the skills and information given them in the past 12 years; they also need to know how'' to learn. The Senior Seminar, which is a program offering a semester of interdisciplinary experiential learning, teaches students to become independent, self-directed learners by first presenting the tools and guidelines for learning how to learn and then helping students to put their new knowledge into practice. During each of the two to four week learning blocks students are required to keep a journal recording of their thoughts and activities. Prior to each learning block the student writes up a contract that sets forth the specific objectives he hopes to obtain from the unit of study, how he will attain those objectives, and how his success may be gauged. Students are introduced to problem solving techniques as they learn about self-imposed constraints, the generation of alternatives, the process of elimination, selection of an entry point and how to break a problem apart. A model for problem solving is introduced which lists six steps to be followed in the learning process. The arts of investigation and interviewing are also taught. The course also covers communication skills, how people structure time, the use of strokes'' and the three ego states (parent-adult-child) of transactional analysis. This student manual summarizes the rationale, philosophy and curriculum for the Colorado Springs Public Schools Senior Seminar. (DS)

ED 186 362 SP 015 629

*Oglesby, Carole A.*

**Philosophical Bases of Women in Sport.**

Pub Date-Jan 80

Note-9p.; Paper presented at the Minority Women in Sport Conference of the National Association of Girls and Women in Sport, the Association of Intercollegiate Athletics for Women, and Howard University (Washington, DC, January 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Black Power, *Change Strategies, Feminism, Individual Development, *Racial Discrimination, *Racial Relations, Self Actualization, *Sex Discrimination, *Social Attitudes, Womens Athletics

The special problems faced by black women in sports and in American society are discussed. Ways of bringing about change in social attitudes and in interaction between the races and the sexes are considered. Special emphasis is placed on the need to develop a sense of worth and an understanding of the basic social structures which breed racial and sexual discrimination. (JD)

ED 186 389 SP 015 923

**Developmental Training Conference. Documentation Report. Texas Teacher Corps Network.**

Texas Univ., Austin. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Dec 79
Contract-300-78-0332
Note-201p.
Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-*Administrator Role, *Community Resources, Formative Evaluation, Group Activities, *Management Development, Needs Assessment, Participant Satisfaction, Planning, *Program Development, Program Evaluation, Task Analysis, Training Methods
Identifiers-*Teacher Corps, Texas

This report documents a conference on the conceptual framework underlying the management of Teacher Corps Projects. The conference, designed to provide participants with training in specific skills pertinent to their responsibilities, was attended by school administrators, program development specialists, community coordinators, community council chairpersons, and representatives from ten Texas Teacher Corps projects. This documentation report includes: 1) a description of activities predating the conference which contributed to its final structure and content; 2) an overview of the conference agenda and reports on each activity; 3) a summary of the results gathered through use of a formal conference evaluation instrument; and 4) a synthesis of the formal and informal evaluation data collected at the conference and recommendations for future training activities. (JD)

ED 185 906 HE 012 566

*Gray, H. L.*

**The Organization of a College of Education.**

Pub Date- 79

Note-18p.

Pub Type- Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Administrative Organization, *College Role, Educational Objectives, Higher Education, Organizational Change, *Organizational Climate, Power Structure, *School Organization, *Schools of Education, Student Teacher Relationship, *Teacher Education

The organization of a college of education is discussed in terms of the problem of structure, task, and continuity. Structure is seen as a description of relationships and the behavior that characterizes relationships among people. Relationships exist and develop in organizations only according to the tasks that must be performed in the organization. The important fact is that the tasks of an organization determine the structure. Teacher training programs are concerned with helping the students to give their best performance in the classroom by helping them internalize a personally satisfactory philosophy of education and to translate this in operational terms into appropriate classroom behavior. There is no essential subject knowledge required in this process. If the teacher training function is essentially one of a relationship between a tutor and a group of students, the basic structure is groups of students each with a tutor. The simplest administrative response is to allocate each tutor to a group of students for a minimum period of time in a single location. The more complicated this allocation becomes the more restriction there is on freedom and the greater the amount of control administrators gain. Structure is described as the teacher-student relationship and not in terms of subjects, groups or departments. In order to be functional, structures must be as open to change as possible. Some characteristics of healthy and unhealthy organizations and an example of the allocation of staff time are presented. (SW)

*Alter, Forrest*

**The Role of Sound Recordings in Library Collections.**

Pub Date-79

Note-8p.; Paper presented at the Conference of the International Federation of Library Associations and Institutes (45th, Copenhagen, Denmark, August 27-September 1, 1979).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Reference Materials (130)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Audiodisc Recordings, *Audiotape Recordings, College Libraries, *Library Acquisition, *Library Collections, *Public Libraries

This discussion of the role of sound recordings phonodiscs, tape cassettes and cartridges in public and university libraries provides a brief review of types of collections and criteria for choosing materials, the variety of uses patrons may make of such collections, selection tools and patron input for collection building, in-house listening facilities and circulation problems, organization and care of the collection, and patron access to the collection. (JEG)

ED 186 053 JC 790 599

**Westmoreland County Community College Developmental Program Evaluation.**
Cicco and Associates, Murrysville, Pa.
Spons Agency-Westmoreland County Community Coll., Youngwood, Pa.
Pub Date-Aug 79
Note-21p.
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Academic Achievement, Academic Persistence, *Community Benefits, *Community Colleges, Comparative Analysis, Cost Effectiveness, *Developmental Studies Programs, *Educational Finance, Employment Patterns, Expenditures, Geographic Mobility, Grade Point Average, Graduation, High Risk Students, *Program Effectiveness, Program Evaluation, Remedial Instruction, Two Year Colleges

A retrospective comparative analysis of data collected between 1975 and 1979 was undertaken at Westmoreland County Community College (WCCC) to quantitatively determine the impact of WCCC's developmental education program on: (1) the persistence and academic performance of underprepared students; (2) the college's financial situation; and (3) the community's labor market. The term underprepared'' was used to describe those individuals scoring below the minimum acceptable grade level on English, reading, and mathematics tests that are given to all first-time WCCC students. Major findings indicate that underprepared students who participated in developmental programs held an advantage over those who did not participate by averaging an 18% higher grade point average, a 34% longer enrollment at WCCC, and a 32% better graduation rate. Since mid-1975, the developmental program generated $387,220 in revenues, while incurring $241,499 in direct expenses, thus providing a 60.4% net return. Over half of the program participants indicated that they would recommend the program to others (84%) and that the course work would be of benefit outside of the college (60%). Of the WCCC graduates who obtained jobs in fields related to their course work, only 32.1% of the program participants left Westmoreland County, while 48.5% of the underprepared non-participants did so. (JP)

ED 186 071 JC 800 251

*Ramstad, Bill And Others*

**Management Compensation: A Progress Report.**

Association of California Community Coll. Administrators.

Pub Date- 80

Note-9p.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Administrators, Admissions Officers, Board Administrator Relationship, College Presidents, *Community Colleges, Comparative Analysis, *Compensation (Remuneration), Deans, *Fringe Benefits, Governing Boards, Health Insurance, *Industry, Leaves of Absence, Multicampus Colleges, *Research Problems, Retirement Benefits, Salaries, School Business Officials, Two Year Colleges, Unemployment Insurance, Vacations, Workers Compensation

This examination of the current status of compensation for community college management and administrative personnel first summarizes the findings of a study conducted by Howard R. Bowen, which determined that, compared to business executives in comparable jobs within organizations of similar sizes, academic administrators were indeed underpaid. This fact is demonstrated in a table comparing the average salaries of academic and business personnel in nine comparable positions. Next, the benefits that are currently provided to California community college administrators are discussed in comparison to the growth of employee benefits in private industry. This discussion is followed by an outline of seven problems encountered in conducting studies of community college administrator salaries: (1) salaries do not reflect total compensation; (2) administrative positions at single and multiple campuses are difficult to compare; (3) often there is incongruity between a job title and its responsibilities; (4) it is difficult to compare colleges that have dichotomized faculty and management with colleges where faculty have administrative responsibilities; (5) some colleges do not differentiate between certificated and classified managers; (6) administrative salaries are not easily compared with faculty salaries; and (7) available data are frequently outdated. Suggestions for managers to improve their bargaining power with local boards conclude the report. (JP)

ED 186 112 PS 011 383

*Iscoe, Louise, Ed.*
**Services for Texas Children 1979-1980.**
Texas State Dept. of Community Affairs, Austin.
Pub Date- 79
Note-156p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-Blindness, Community Information Services, Day Care, Deafness, Education, Health, Hotlines (Public), Human Resources, Mental Health, Mental Retardation, *Private Agencies, *Services, *Social Services, *State Agencies, Statistical Data, Universities, Volunteers, *Young Children
Identifiers-*Texas

This annual report of the Children and Youth Services Division of the Texas Department of Community Affairs provides a guide to statewide services available to children under 6 years of age. After a brief report, 10 state agency services, direct and indirect private organization services, and four special services are described. Information about the focus of the program, ages served, eligibility requirements, services, service delivery, area served, number of children under 6 years of age served, authorization, funding source, and addresses and telephone numbers is usually provided in the description of state agency services. Private organization and special services are described in less detail. (RH)

ED 186 190 RC 012 023

*Cogo, Robert*
**Haida Food Gathering and Preparation.**
Ketchikan Indian Corp., Alaska.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-79
Note-40p.; Part of the Southeast Alaska Native Materials Development Project. For related documents, see RC 012 020-022 and RC 012 024-030.
Available from-Ketchikan Indian Corporation, P.O. Box 6855, Ketchikan, AK 99901 ($2.00)
Language-English; Haida
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Alaska Natives, American Indian Culture, *American Indian Education, American Indian Languages, *American Indian Studies, Cooking Instruction, *Cultural Activities, Cultural Background, Elementary Education, Family Life, *Food, Illustrations, *Instructional Materials, Reading Materials
Identifiers-Ethnic Heritage Studies Program, Food Gathering, Haida (Language), *Haida (Tribe)

Students are introduced to the Haida language as well as to traditional Haida foods in this booklet, one in a series of curriculum materials on Southeast Alaska Natives. Ten selections written in simple language describe a Haida barbecue, Indian bread, sea cucumbers, black sea weed, the edible pulp sap of Hemlock, Indian ice cream made from soap berries, catching a ptarmigan, skukum root medicine, and Devil's Club Tonic. Readings include methods of food preparation, recipes, and time and place for gathering each food. Traditional customs associated with the foods are included; e.g., Devil's Club Tonic is made for a member of one phratry (Eagle or Raven) by a member of the opposite phratry and requires a token payment by the recipient. Many Haida words are included in the text and placed in parentheses following the English translation. Line drawings illustrate cooking methods, utensils, and the edible plants and animals. (JH)

ED 186 263 SE 030 652

*Kansky, Bob Olson, Melfried*

**Malthematical Preparation versus Career Aspirations: A Study of Wyoming's 1978 High School Seniors.**

Wyoming Univ., Laramie. Science and Mathematics Teaching Center.
Spons Agency-Wyoming State Dept. of Education, Cheyenne.
Pub Date-79
Note-47p.; Research sponsored in part by the Center for Research Services and Publications.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Career Choice, College Mathematics, Decision Making, *Educational Research, Elective Courses, Higher Education, Mathematics Curriculum, *Mathematics Education, Nontraditional Education, *Occupational Aspiration, Research, Secondary Education, *Secondary School Mathematics, *Sex Differences, *Surveys

This report provides a general description of the mathematical programs pursued by students in Wyoming's public schools, an evaluation of the adequacy of the high school mathematical preparation of college-bound students relative to the occupational aspirations of those students, and a measure of the extent to which students are aware of the adequacy of that preparation. Each set of data was separated according to sex. Data indicate that many discrepancies exist between the mathematics program that students complete and what they actually should complete to insure successful entrance into college programs. Furthermore, they demonstrate that females take fewer mathematics courses, and their poorer preparation severely limits their occupational choices. Also included is an Afterword which suggests sources of information that might be useful in countering the problems revealed in the study. (Author/MK)

ED 186 286 SE 030 880

**Science Education Databook.**
National Science Foundation, Washington, D.C. Directorate for Science Education.
Report NO.-NSF-SE-80-3
Pub Date-80
Note-166p.; Not available in hard copy due to marginal legibility of original document.
Pub Type- Books (010) - Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Data Collection, Educational Research, Educational Resources, Elementary Secondary Education, *Employment Patterns, *Enrollment Trends, Higher Education, Science Careers, *Science Education, Scientific Attitudes, *Technology

Presented is a compendium of quantitative information portraying science education in the United States. The data, gathered from a wide variety of sources, are assembled into six chapters including resources, participation, attitudes, goals and needs, test data, degree data, and employment in science and engineering. Each entry consists of a chart and sometimes a corresponding table printed on the same page. Many of the observations on the individual entry pairs are assembled as highlights, introducing each chapter in order to provide a convenient overview of the content of the chapter. (Author/SA)

ED 186 341 SO 012 594

*Sanders, Beverly*

**Women in American History: A Series. Book Two, Women in the Ages of Expansion and Reform 1820-1860.**

American Federation of Teachers, Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-79

Note-80p.; For related documents, see SO 012 593 and SO 012 595-596.

Available from-Education Development Center, 55 Chapel Street, Newton, MA 02160 ($1.75 plus $1.30 shipping charge)

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Authors, Blacks, Civil Rights, *Females, Feminism, Learning Activities, Occupations, Secondary Education, Sex Discrimination, *Sex Role, Slavery, *Social Action, Social Studies, *United States History, *Womens Studies

The document, one in a series of four on women in American history, discusses women in the ages of expansion and reform (1820-1860). Designed to supplement U.S. history textbooks, the book is presented in six chapters. Chapter I describes the true woman,'' an ideal cultivated by women writers, educators, and magazine editors. The four virtues were piety, purity, submissiveness, and domesticity. Chapter II focuses on women in the economy. The diary of Frances Kemble, mistress of a plantation in Georgia, describes the physical sufferings of her female slaves. The roles of women in the industrial revolution, professions, and organized labor are also discussed. Chapter III, Women and the Spirit of Reform,'' depicts the works of Frances Wright and Dorothea Dix in slavery, criminal, and mental health reform. Pioneers in education for women are also portrayed. Chapter IV concerns women in the abolition movement. The chapter contains sections on the activities of white and free black women in the fight against slavery. Chapter V discusses the movement for women's rights in terms of Lucretia Mott, Elizabeth Cady Stanton, Susan B. Anthony, Lucy Stone, and Amelia Bloomer (who popularized the revolutionary and liberating wearing apparel for women). Chapter VI describes female editors and writers such as journalist Anne Royall, Margaret Fuller, Godey's Lady's Book'' editor Sarah Josepha Hale, Harriet Beecher Stowe, and Emily Dickinson. Questions and suggested activities are provided at the end of each chapter. (KC)

*Argyros, Nicholas And Others*

**Evaluative Aspects of Bilingual Programs: A General Guide.**

New York State Education Dept., Albany. Bureau of School and Categorical Programs Evaluation.
Pub Date- 79
Note-33p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Bilingual Education, Communicative Competence (Languages), Educational Objectives, Elementary Secondary Education, English (Second Language), Evaluation, *Evaluation Criteria, *Evaluation Methods, Federal Programs, Language Planning, Language Skills, Language Tests, Linguistic Performance, *Program Evaluation, Second Language Learning, *Second Language Programs, State Departments of Education
Identifiers-*Bilingual Programs, New York

This guide is designed to help administrators, program coordinators, and teachers of bilingual children devise more effective ways of helping children learn. The role of evaluation in program planning and execution is described and some general factors to be considered when planning and evaluating bilingual education programs are reviewed. The roles of formative and summative evaluation are discussed as feedback for pupils, teachers, and program administrators. Aspects of standardized tests are explained and features of good program objectives are presented. Eight general categories of language skills encompassed by bilingual programs are illustrated in a bilingual language skills matrix. Linguistic competence and linguistic performance are differentiated and it is shown that only linguistic performance, that is, the degree of mastery of language skills as demonstrated or assessed in the classroom, can be assessed with confidence in school settings. The various roles of testing and evaluation are described in the broader contexts of bilingual program planning. A selected bibliography is appended. (Author/AMH)

*Slocum, Alfred A., Ed.*
**Allan Bakke versus Regents of the University of California. Volumes I-VI.**
Pub Date-78
Note-116p.; Document prepared for the Council on Legal Education Opportunity.
Available from-Oceana Publications, Inc., Dobbs Ferry, New York, NY 10522 ($44.00)
Pub Type- Books (010) - Legal/Legislative/Regulatory Materials (090)
**Document Not Available from EDRS.**
Descriptors-*Access to Education, Admission (School), Admission Criteria, Affirmative Action, College Admission, College Desegregation, College Students, *Compliance (Legal), *Constitutional Law, *Court Litigation, Desegregation Litigation, Equal Education, Equal Protection, Federal Courts, Federal Legislation, Higher Education, Lawyers, Legal Problems, Medical Schools, Minority Groups, Professional Associations, School Policy, *Selective Admission, State Courts, Student Placement, Student Rights, Whites

Identifiers-*Bakke v Regents of University of California, *Supreme Court

The complete record of the litigation in Alan Bakke v. The Regents of the University of California is contained in these six volumes. Included are all the pleadings, briefs, and arguments reproduced in full text except for minor editing of the oral arguments and data pertaining to the proof of service affidavits of truths. Volume One contains the case in the Yolo County, California, Superior Court and the beginnings of the case in the California State Supreme Court; Volume Two, completion of the Supreme Court of California case and the beginning of the U.S. Supreme Court case. Volumes III through VI continue the case within the U.S. Supreme Court, containing nearly 60 briefs presented by various groups with invested interest in the outcome. Such groups included: NAACP Legal Defense Group; Fair Employment Practice Commission; Bar Association of San Francisco; Black Law Union of Yale University; American Medical Student Association; Young Americans for Freedom; Order Sons of Italy in America; and American Federation of Teachers. The final volume also contains a subject index providing the names of all the attorneys involved, all organizations that participated as amicus curiae, all the substantive issues raised, and a single tabulation of all the tables of authority. The concurring opinion of the judges is given as well as separate opinions by individual judges and the dissenting opinions of the court justices. An epilogue is provided in the final volume that explains the Supreme Court decision, making clear that the ruling ordering Bakke to be admitted to the medical school at the University of California at Davis was a fragmented one that would have varying affects on such areas as higher education, predominantly black educational institutions, the labor market, and on the Public Works Employment Act of 1977. In conclusion, the concern about the attempts of the parties and interested amici'' to have the Supreme Court decide questions of social policy a role which rightly belongs to the legislative branch of government is examined, as are the effects of the court decision on all branches of government. (LC)

*Dresner, Bruce M.*
**Results of the 1979 NACUBO Comparative Performance Study and Investment Questionnaire.**
National Association of Coll. and Univ. Business Officers, Washington, D.C.
Spons Agency-Continental Illinois National Bank and Trust Co., Chicago.
Pub Date- 80
Note-118p.
Available from-National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036
Pub Type- Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Comparative Analysis, *Educational Finance, *Endowment Funds, *Financial Support, *Higher Education, Income, Interest, *Investment, Productivity, *Questionnaires, Statistical Analysis, Statistical Data

Results of the 1979 Comparative Performance Study of the National Association of College and Business Officers are presented. The study is designed to aid administrators in evaluating the performance of their investment pools. The report covers comparative performance information and related investment performance statistics and other endowment statistics. Information is presented as of June 30, 1979, on 169 investment pools of 147 institutions. It was found that participating institutions had an average rate of return of 10.8 percent. Taking into consideration investment objectives, the pools whose stated objective was total rate of return'' outperformed those whose stated objective was balanced.'' It was found that on average the larger pools (over $50 million) outperformed the smaller pools during the past year. The performance for the average investment pool for the one-year, three-year, five-year, and ten-year periods ending June 30, 1979, is presented. Section two of the report includes information concerning endowment gift giving, endowment wealth, endowment principal and income, custodial fees, option writing, etc. In appended material, the theory behind the methodology for the investment pool comparative performance computations is described, and performance calculations are explained in detail. (SW)

ED 185 964 IR 008 194

**Results of Computer Based Training.**

Pub Date-Nov 78
Note-19p.
Pub Type- Reports - Evaluative (142) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Aircraft Pilots, Competency Based Education, Computer Managed Instruction, *Cost Effectiveness, Educational Development, *Flight Training, Graphs, Nontraditional Education, *On the Job Training
Identifiers-PLATO

This report compares the projected savings of using computer based training to conduct training for newly hired pilots to the results of that application. New Hire training, one of a number of programs conducted continuously at the United Airline Flight Operations Training Center, is designed to assure that any newly hired pilot will be able to enter and meet the objectives of any of the regular Transition Training Programs (to qualify pilots when they move from one type of aircraft to another) without modifying the existing program. In view of the wide range of student experience in each class, it was decided that the principles of criterion referenced instruction should be used, and the PLATO Computer Based Training System was selected for the application. The findings of this study indicate that the application of criterion referenced, individualized instruction as administered with the help of a computer based training system having good computer managed instruction capabilities has realized substantial savings over the traditional method of instruction; figures for the newly implemented Pilot Skills Training and Assessment portion of the course using an average of five hours in a flight simulator over a 3-day period for each student were not included. (JEG)

ED 186 010 IR 008 344

*Bankole, Beatrice S.*

**Problems in Establishing a Name Authority File for Nigerian Authors.**

Pub Date-Aug 79
Note-13p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). For related documents, see IR 008 321 and IR 008 333. Best copy available.
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*African Languages, Authors, *Cataloging, *Language Role, *Multilingualism
Identifiers-*Authority Files, *Nigeria

Establishing name authority files in such multilingual nations as Nigeria is complicated by the existence of some 400 languages and dialects, although only about 15 percent of these have been written or used in publications English is used as the official language and the medium of intercommunication between tribes. Traditionally, Nigerians have been known by their given names derived from four categories: circumstance of birth, religion of the family clan, profession of the family, and history of previous births. With the influence of the English and other Europeans, elements of Islam and Christianity have been introduced into the naming system. At first, surnames were unknown, but as education developed, family consciousness and cohesion have caused the development of an uneven pattern of surnames; it is a mistake to believe that a name is a surname merely because it appears last, and Hausa names have given particular difficulty in this regard. Nevertheless, the National Library of Nigeria has succeeded in establishing name authority files of Nigerian authors through research and the cooperation of authors and publishers brought together in workshops and seminars. (RAA)

ED 186 034 IR 008 403

*Lynd, Charles W.*

**A Feasibility Study on Computerizing the Resource and Referral Service Database.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-1 Jul 79
Grant-OB-NIE-G-78-0211
Note-98p.
Pub Type- Reports - Evaluative (142)

**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Computer Oriented Programs, *Data Bases, *Educational Resources, Feasibility Studies, Information Processing, *Information Storage, Information Systems, *Online Systems, Tables (Data)

This report analyzes file development efforts of the Resource and Referral Service project to determine the feasibility of computerizing a database of information on educational resource organizations. Background information on the project is presented in the introduction. The report describes present policies, identifies factors affecting computer feasibility, outlines design options, and makes recommendations for major system functions. Chapters address content and organization, selection, acquisition, processing, file maintenance, vocabulary development, search and retrieval, user products and services, recommendations, and implications for future database development. Current and proposed formats for processing organizational information are appended, along with vendor information for search and retrieval systems. (FM)

ED 186 090 PS 010 859

**Cross-Sex and Same Sex Dominance in a Cooperative Group Task.**

Pub Date-Mar 79
Note-14p.; Portions of this paper were presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, CA, March 15-18, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Age Differences, Assertiveness, *Cooperation, Discourse Analysis, *Elementary School Students, Group Activities, *Group Structure, *Kindergarten Children, Primary Education, *Sex Differences, Social Behavior, Verbal Communication
Identifiers-*Dominance Hierarchies

This study examined dominance attempts of grade school children engaged in a cooperative task. Within each of three grade levels (K, 1, 3), eight mixed-sex triads were randomly formed. Utilizing verbal indices of dominance, significant differences were found for cross-sex and same-sex attempts, by grade level and triadic composition. The results for K and grade 1 confirmed previous research which indicated that boys were more dominant than girls and attempted primarily to dominate other boys. However, with age, girls showed increasing verbal assertiveness toward boys as well as toward other girls, and by grade 3, their overall dominance attempts equalled that of boys. Implications of the findings for research in dominance relations are discussed. (Author/MP)

ED 186 135 PS 011 432

**Child Development Associate. Social Science: Children in the Cosmos.**
Eastern Oklahoma State Coll., Wilburton.; Oklahoma Child Development Associate Policy Advisory Council, Midwest City.; Oscar Rose Junior Coll., Midwest City, Okla.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date- 76
Grant-DHEW-OCD-6-C-15
Note-68p.; For related documents, see PS 011 430-431 and PS 011 433-437.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Reference Materials (130)

**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Child Caregivers, *Competency Based Teacher Education, Day Care, Early Childhood Education, Learning Activities, Postsecondary Education, *Preschool Teachers, Resource Units, *Social Studies, Teaching Methods, *Training
Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module, one of a series of 18, is designed to help the CDA intern provide learning experiences in the social sciences for young children. The module stipulates competency-based objectives and provides essential information, suggestions, examples and learning activities on three topics related to the objectives: teachers' responsibility for social science; teaching social science to young children; and activity development. Also included is a list of reference books, pamphlets and films, and a list of children's books concerned with social science. (SS)

ED 186 172 RC 012 002

*Presson, Johnny E. Baker, Wilbur L.*

**Learning City'' Summer Migrant Program.**

Pub Date-15 Feb 80

Note-7p.; Paper presented at the AASA Annual Convention (112th, Anaheim, CA, February 15-18, 1980).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Elementary Education, *Experiential Learning, *Interdisciplinary Approach, *Learning Activities, Mathematics Education, *Migrant Education, Program Descriptions, Reading Improvement, Reading Instruction, Self Concept, Spanish Speaking, *Summer Programs, *Supplementary Education

Learning City'' is the theme of a summer education project that provides a unique teaching atmosphere for migrant children. For 2 summers, 130 students have participated in this program that sustains and enforces reading and math skills, as well as helps develop self-concept. Industries in Learning City are the various branches of study: reading and creative writing, mathematics, science, music, art, and physical education. Teaching of reading correlates with each area. To encourage study and to develop a serious attitude toward learning, each industry pays the worker (student) skill notes on a piece-work basis. These notes in turn may be deposited in the Migrant Savings and No Loan Bank or may be spent immediately on candy, books, toys, etc. at the Mall Gift Shop. Learning City has its own radio station, newspaper, cinema, and book exchange. Students reading 10 books may choose 3 books to keep as their own. The mayoress is the coordinator of City activities; the sheriff's job changes from day to day as it is awarded to different eligible citizens. Test scores of 42 program participants were compared with those of 42 students of similar backgrounds who did not have the summer experience. Learning City citizens had an average gain of 5.2 months compared to 3.1 months in reading and a math gain of 7.0 months compared to 3.7 months for the non-participants. Thirteen students (31%) achieved gains of 1 year or more in reading, math, or both compared to only 4 (11%) of the non-participants. (DS)

ED 186 210 SE 030 340

*Guay, Julian*

**Biology and Life Science Classroom Teaching Environment in Southern Alberta.**

Lethbridge Univ. (Alberta).
Spons Agency-Alberta Advisory Committee for Educational Studies, Edmonton.
Pub Date-Jan 80
Note-203p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-*Biological Sciences, Biology, *Comparative Analysis, Educational Research, High Schools, Junior High Schools, *Rural Urban Differences, Science Education, *Science Facilities, Science Programs, Science Teachers, Secondary Education, *Secondary School Science
Identifiers-Alberta

This study provides information about the biology and life science classroom teaching environments in Southern Alberta. Responses (N 53) to questionnaires sent to junior and senior high school teachers in rural and urban settings revealed information regarding school facilities, texts and reference materials, field trips, outdoor education facilities, academic background of the teachers, teacher interest in establishing a regional biology/life science teachers' organization, and interest in working with science education students in field experiences. Results evaluated by tabulation of response frequencies and calculation of means, ranges, and percentages are presented in 82 tables. Generalizations include: (1) urban teachers reported more specialized teaching assignments, larger class enrollments, and more science-related options available than did those in rural settings; and (2) laboratory facilities and the requisite instructional materials were better supplied to senior high school levels than to junior high levels, especially in urban settings. Other urban-rural and junior high-senior high differences are described. Several aspects of the classroom environment were delineated by the survey respondents as needing improvement. (Author/CS)

*Shafer, Janet L., Ed.*

**Magnet School Planning Project: Science and Technology Magnet School.**

Dallas Independent School District, Tex.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Note-352p.

Available from-Dallas Independent School District, 3700 Ross Ave., Dallas, TX 75204 (no price quoted).

Pub Type- Reports - Evaluative (142) - Guides - Non-Classroom (055) - Reports - Descriptive (141)

**EDRS Price - MF01/PC15 Plus Postage.**

Descriptors-Curriculum Development, Educational Facilities, *Educational Planning, Educational Research, *Evaluation Methods, Flow Charts, *Magnet Schools, *Models, Needs Assessment, Nontraditional Education, School Buildings, Science Education, Secondary Education, *Secondary School Science, Technology

This report presents a replicable model for developing a magnet school based on the planning of the Dallas Independent School District's Science and Technology Magnet High School. The model is based on Malcolm Provus' process called Discrepancy Evaluation,'' designed as a guide for public school programs to describe the discrepancy between expectation and performance. The model contains four levels with each level more detailed than the previous one. At each level there are four components: the network, the input-process-output, the activity schedule, and the flow chart. The remainder of the report presents a description of the history of magnet schools, visitation reports, the educational specifications, consultant reports, and an annotated bibliography. (SA)

ED 186 305 SO 012 535

*Burn, Barbara B.*
**Research on International Interchanges: Recommendations from the President's Commission Experience.**
Pub Date-Mar 80
Note-15p.
Pub Type- Opinion Papers (120) - Information Analyses (070)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Evaluation Needs, Graduate Study, Higher Education, *International Educational Exchange, *Research Needs, Secondary Education, *Student Exchange Programs, *Teacher Exchange Programs, Undergraduate Study

This report by the President's Commission reviews literature on educational international exchanges and makes recommendations for further research. International exchanges include exchanges in both directions and at all levels: high school, college undergraduate and graduate studies, and overseas teaching and research by school, college, and university staff. The commission found that research on international exchange is limited. A survey of the Fulbright Alumni Association, however, created much data for the evaluation of that program. Studies conducted by the General Accounting Office, the Rockefeller Foundation ( Corners of a Foreign Field''), the Ford Foundation ( International Studies Review: A Staff Study'') relate mainly to overseas research by American scholars. The lack of new research on undergraduate study reflects the limited amount of federal funds which have gone to this sector. Thus, the President's Commission has recommended research to include data on the extent of international exchange, impact of teacher exchanges on curricula and teaching approaches, and impact of pupil experience on values and foreign language acquisition. At the undergraduate level studies should also include sex, major field, types of programs, students' financial circumstances, impact on choice of major or career, graduate study, and predeparture preparation. Faculty and scholar exchange research needs to focus on the contribution to foreign language and international studies programs. (KC)

ED 186 323 SO 012 560

*Wu, Tsong-shien Ward, Sandra E.*

**The Value of Children: A Cross-National Study, Volume Five. Taiwan.**

Hawaii Univ., Honolulu. East-West Center.

Pub Date-77

Note-139p.; For related documents, see SO 012 082 and SO 012 556-561. Best copy available.

Available from-University Press of Hawaii, 2840 Kolowalu Street, Honolulu, HI 96822 ($3.00)

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-Abortions, *Children, Comparative Analysis, Contraception, Developing Nations, *Family Planning, Foreign Countries, *Parent Attitudes, Participant Characteristics, Policy Formation, Population Trends, Public Policy, Research Methodology, Social Science Research, *Socioeconomic Influences, *Values

Identifiers-*Taiwan

The document, one in a series of seven reports from the Value of Children Project, discusses results of the survey in Taiwan. A sample of 216 young married couples with at least one child provided data for the survey. The volume is presented in six chapters. Chapters I and II discuss the value of children in Taiwan, the research methodology, and the sample. Chapter III discusses variables relating to the value of children: advantages, disadvantages, reasons for wanting and not wanting children, and economic benefits and costs. Chapter IV focuses on family size and family planning with reference to family size preferences, birth spacing, and birth control. Chapter V describes the value of children and fertility within the social context. The final chapter summarizes findings and makes policy recommendations. Results indicate that continuing the family name was the most important benefit, ranking above the emotional values of happiness and companionship. The most important disadvantage was the financial cost. Noise and disorder caused by children ranked second. A general recommendation is to design population policy by eliminating rewards and increasing costs of high fertility while permitting couples to act within a context of choice. Finding substitutes for personal growth and pleasure associated with children, weakening the value placed on having sons through changes in inheritance laws and religious practices, encouraging industrial modernization to reduce the need for parents to rely on their children for labor, and using television for educating the populace are specific recommendations. (KC)

ED 185 828                                                    FL 011 291

*Hessini, Marguerite*

**A Socio-Linguistic Inquiry into Language Change: Alsatian, A Case Study. Kansas Working Papers** in Linguistics, **Vol. 4, No. 2.**

Kansas Univ., Lawrence. Dept. of Linguistics.
Pub Date-79
Note-16p.
Pub Type- Opinion Papers (120) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-French, German, Indo European Languages, *Language Planning, *Linguistic Borrowing, Public Policy, *Regional Dialects, *Sociolinguistics, *Unwritten Languages
Identifiers-*Alsatian Dialects, *France (Strasbourg)

The effects of differing and often opposing language policies on the sociolinguistic position of the Alsatian language are discussed. An attempt is made to show how the function and scope of Alsatian have been reduced, and how borrowings from French have created a dialect with unique characteristics. It has survived despite its lack of official status and has become a symbol of Alsatian ethnic identity. The primary area of focus is the dialect variety spoken in the city of Strasbourg. Alsatian, a German dialect spoken in Eastern France, is thought to have been influenced by alternating French and German dominance and concomitant differing language policies. Subjected to policies aimed at producing linguistic assimilation and uniformity, Alsatian has survived as an unwritten speech. Through intensive and prolonged exposure to French, it has incorporated numerous French borrowings that underwent characteristic phonological and morphological changes. More recently, a general trend toward regionalism in France and an upsurge of protest movements, aimed at defending the rights of minorities, have generated a revival of the dialect. (SW)

ED 185 849 FL 011 340

**Persian Basic Course: Volume III, Lessons 29-38.**
Defense Language Inst., Monterey, Calif.
Report NO.-PF0010S
Pub Date-Jun 66
Note-206p.; For related documents, see FL 011 338-350.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($3.50, accompanying cassettes $8.00)
Language-English; Persian
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-*Audiolingual Methods, Communicative Competence (Languages), *Dialogs (Language), *Grammar, Instructional Materials, *Intensive Language Courses, Language Usage, Listening Comprehension, Pattern Drills (Language), *Persian, Reading Comprehension, *Second Language Instruction, Standard Spoken Usage, Vocabulary Development, Writing Skills

The third of 10 volumes of a basic course in Persian is presented that is designed for use in the Defense Language Institute's intensive programs for native English speakers. The central feature of the daily lesson is the structured dialogue, which systematically incorporates a number of grammatical features. Grammar is not explained through conventional explanations or discussions. After students perceive the morphological changes through intensive oral usage and class drill, they gain additional practice by after-class reading. The following sequence of text material is followed: (1) grammar perception drills using the familiar and known vocabulary to introduce the new morphological patterns; (2) daily dialogue involving new morphological patterns and new vocabulary; (3) dialogue translation into English; (4) grammar analysis, which exemplifies the structural patterns in a very simple language; (5) grammar drills; (6) a Persian narrative and questions; (7) aural-oral and written homework; and (8) vocabulary lists. Tapes accompany the text. (SW)

ED 186 287 SE 030 945

*Meiring, Steven P.*

**Problem Solving A Basic Mathematics Goal, I: Becoming a Better Problem Solver.**

Ohio State Dept. of Education, Columbus.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-80
Note-65p.; For related document, see SE 030 946. Red print may not reproduce well.
Available from-The Ohio Department of Education, Div. of Inservice Education, 65 South Front St., Columbus, OH 43215 (write for correct price).
Pub Type- Guides - General (050) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Cognitive Processes, Educational Strategies, Elementary Education, Elementary School Mathematics, *Inservice Teacher Education, Instructional Materials, *Mathematics Education, *Mathematics Instruction, Mathematics Materials, Mathematics Teachers, *Problem Sets, *Problem Solving

This introductory book of a two-part publication, designed as an in-service tool for teachers of grades K-9, is based on the postulate that a teacher should become a better problem solver in order to teach problem solving more effectively to students. This booklet provides an overview of problem solving as a process used daily by all individuals and as a curriculum goal important to all disciplines. A substantial portion of the booklet is devoted to introducing strategies, methods useful in getting started on problems, and successfully solving them. Though the booklet uses mathematical problems as the medium for problem solving discussions and activities, the techniques have application to virtually any problem area. The booklet is intended for interactive use, it may be studied individually or be used by groups of teachers. It is planned in sections which are preceded by objectives in that section. The major portion uses a strategies approach to problem solving. Sections are organized by clusters of related problem solving strategies. Each strategy of a cluster is discussed and illustrated in the solution of a problem. (Author/MK)

ED 186 363 SP 015 644

**Objective and Performance Indicators for North Carolina Competency Testing Program for TOPICS Test and SHARP Test.**

North Carolina State Dept. of Public Instruction, Raleigh.
Pub Date-Jun 78
Note-16p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Academic Achievement, *Educational Objectives, *Functional Reading, High School Students, *Mathematics, *Minimum Competencies, Performance Factors, Performance Tests, Relevance (Education)

Student performance objectives for the North Carolina Senior High Assessment of Reading Performance (SHARP) and the Test of Proficiency in Computation Skills (TOPICS) are given. These minimum competency tests are structured in such a way as to facilitate the transference of school-based learning into everyday life. For example, students taking the math examination are asked to do the computations necessary to rent a car; students taking the reading examination are asked to correctly interpret a Help Wanted'' advertisement, and to make deductions concerning the scheduling of television programs. (LH)

ED 186 390 SP 015 924

*Weibly, Gary W. Olivarez, Ruben Dario*

**School Improvement and Staff Development. Documentation and Evaluation Study. A Texas Teacher Corps Network Conference.**

Texas Univ., Austin. Coll. of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Sep 79
Contract-300-78-0332
Note-106p.
Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-*Educational Environment, Educational Needs, *Evaluation Methods, Input Output Analysis, *Inservice Teacher Education, Institutional Characteristics, Learning Processes, Needs Assessment, *Participant Satisfaction, Program Implementation, *Staff Development
Identifiers-*Teacher Corps, Texas

Summaries are given of the formal presentations, seminar group discussions, and problem solving sessions of a Teacher Corps conference on professional improvement by means of inservice teacher education and improvement of individual school climates. Evaluation of the conference is presented in the form of the Context/Input/Process/Product (CIPP) model, an evaluation method designed to assess context perspective, input needs and problem areas, implementation of selected activities, and assessment of achievements. Participant reactions to each session of the conference are presented in tabular form. (JD)

ED 185 945 HE 012 664

*Costello, Francis J.*

**A Study in the Further Development of a Relationship between Precognition and Creativity.**

Pub Date-80

Note-22p.; For related document, see ED 165 628

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Behavioral Science Research, *Cognitive Processes, College Students, Correlation, *Creativity, *Creativity Tests, Engineering, Higher Education, *Perception Tests, Predictor Variables

Identifiers-*Precognition

The relationship between pre-cognition and creativity was investigated in an effort to reaffirm previous findings (Costello 1977) of a correlation between these variables. A sample of 100 engineering freshmen was tested for creativity using the Torrance Test for Creative Thinking and was tested for pre-cognitive ability using the Dean-Mihalasky test. Creativity is measured by the Torrance Test through three activities involving the subject's figural response to various stimuli. The first activity is scored only for originality and elaboration; the second and third activities are scored for fluency, flexibility, originality, and elaboration. Pre-cognition, the ability to forecast future events, is scored by comparing a 100-digit number forecasted by the subject to a 100-digit random number subsequently produced by a computer's random generator. When a digit in the forecasted number corresponds to a digit in the computer's number, a hit is recorded. The pre-cognitive scores were correlated to each of the 18 sets of scores produced by the creativity tests. Results indicate a strong, negative relationship between scores on Activity Two of the Torrance Test and scores on the Dean-Mihalasky pre-cognition test. References and data from the 1977 study are appended. (SW)

ED 185 987 IR 008 317

*Fawcett, Trevor*

**The Problem of the Artefact: Subject Limits of the Art Library.**

Pub Date-Aug 79

Note-18p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). Best copy available.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Art, *Art History, *Classification, *Libraries

A new classification is needed which would not prejudge the boundaries of art, one that would bring together in one place the literature on every sort of material artefact, tool, and artwork, without distinction. Within this grand class of artefacts, the sub-arrangement would, as far as possible, respect the integrity of individual cultures. Only at the level of the culture or society would artefacts need to be evaluated on an art-tool axis, and it could be left to the individual art library or cooperative acquisitions network to decide how far along that axis it wished to proceed at what point, that is, a category of artefact ceased to qualify as art. (Author)

ED 186 113 PS 011 386

*Edwards, Elizabeth A. Hagan, Joan M.*
**A Piagetian Approach to a Mainstreamed Preschool.**
San Jose State Univ., Calif.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Feb 80
Grant-G007701245
Note-20p.; Paper presented at the Annual Interdisciplinary UAP-USC International Conference on Piagetian Theory and the Helping Professions (10th, Los Angeles, CA, February 1-2, 1980).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Demonstration Programs, Developmental Stages, *Disabilities, *Individualized Instruction, *Mainstreaming, Personality Development, *Preschool Children, Preschool Education, Program Descriptions, *Program Effectiveness, *Social Integration, Socialization
Identifiers-Piagetian Theory, *San Jose State Demonstration Preschool Project

This paper presents the philosophy, goals and curriculum of the San Jose University Demonstration Preschool Project and presents preliminary data on the integration of mild to moderately handicapped preschool children into the program. The program, which enrolls 6 handicapped children and 14 non-handicapped children, is based on the developmental theory of Jean Piaget. The specific goals of the program are concerned with active involvement of the child through interaction with peers, manipulation of objects, and movement in space and reflection. The program is conducted in 3 types of settings: program-directed choice, teacher-directed choice and teacher directed. As part of the on-going documentation of the Demonstration Preschool, extensive observations of the children are recorded using the Coping Analysis Schedule for Educational Settings (CASES), which is specifically designed to evaluate the process of socialization. Data collected over a two-and-half-year period indicated that: (1) the dominant coping style of both handicapped and non-handicapped children in the teacher-directed setting was compliant, dependable, conforming behavior; (2) similarly, this was the dominant style of both groups in the teacher-directed choice setting. Also evident was a second style of independent, productive, self-directed behavior. In the program-directed setting both groups were characterized by independent, task-directed behavior, though handicapped children as a group were less socially integrative than their chronological, non-handicapped peers. (SS)

*Marshall, Chris And Others*

**A Social Report for Carroll County: Social Indicators for Rural Development. Sociology Report 134G.**

Iowa Agricultural and Home Economics Experiment Station, Ames.; Iowa State Univ. of Science and Technology, Ames. Dept. of Sociology and Anthropology.
Spons Agency-Department of Agriculture, Washington, D.C.
Pub Date-77
Note-541p.; Publication contributes to USDA Project 2142, Social Indicator Models for Rural Development''. May not reproduce well due to small print size.
Pub Type- Numerical/Quantitative Data (110)
**EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.**
Descriptors-Agriculture, Communications, *Decision Making, Economic Factors, Education, Employment, Health, Housing, Human Resources, Income, Industry, Law Enforcement, Leisure Time, *Local Government, Needs Assessment, Physical Environment, Planning, *Quality of Life, Recreational Activities, *Rural Development, Rural Population, Safety, *Social Indicators, *Statistical Studies, Tables (Data), Transportation
Identifiers-*Iowa (Carroll County), Public Safety

Since the burden of improving quality of life is often squarely placed on the shoulders of public decision makers, this report (one of the products of Project 2142) provides a basis for assisting county-level decision makers in the planning process. Statistics that indicate'' the social well being or quality of life experienced by people in Carroll County, Iowa, in the areas of employment, income, health, education, housing, leisure and recreation, public safety, and physical environment are presented and organized according to the availability and allocation of financial resources, the structure of services, the utilization of available services, and the level of well being. Statistics in the following three areas, usually beyond the control of decision makers, form a resource base. Human resources include the composition, distribution and change of population and living arrangements and family structure. Geographical/physical resources include natural resources, climate conditions, and organization of the land. Economic resources include government, transportation and communication, agriculture, and commerce and industry. Derived from reports published by a variety of governmental and private agencies, most data cover at least two points in time and two geographical units so the reader can analyze social change. All data are presented in one of three alternative table designs, depending on the type of variable under consideration. (NEC)

*White, Arthur L. And Others*

**A Study of the Research Priorities As Perceived by Elementary and Secondary School Science Personnel.**

Pub Date-Apr 80
Note-25p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980). Contains small print in Tables and Appendices.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Educational Research, Elementary School Science, Elementary Secondary Education, *Research Needs, *Science Education, *Science Teachers, Secondary School Science, *Teacher Attitudes

This report briefly reviews the rationale for and history of a cooperative effort of the National Association for Research in Science Teaching and the National Science Teachers Association to increase the influence of classroom science teachers on science education research and to improve teachers' perception of the relevance of science education research. Processes, initial results, and planned future activities and procedures are reported that relate to obtaining input from teachers to identify relevant research questions related to classroom practice. An analysis of data collected from questionnaires submitted to science teacher personnel (N 45) is presented that summarizes research needs of secondary and of elementary science teaching personnel. (CS)

ED 185 907 HE 012 567

*Gray, H. L.*

**Assessment in Further Professional Training.**

Pub Date- 80

Note-13p.

Pub Type- Opinion Papers (120) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Higher Education, Individual Development, Interpersonal Competence, *Professional Development, *Professional Education, Professional Training, *Student Development, *Student Educational Objectives, *Student Evaluation, *Student Participation, Student Role

The process of assessment of learners in professional training is discussed. In professional training, students are involved in assessment, since the examining process is overtly linked to the learning practice. Distinctions concerning examinations, assessment, and evaluation are offered. Professional training is concerned with competence in nontechnological or nontechnical skills, the skills of personal and interpersonal relationships. Further professional training has as its major objective the evaluation of performance by helping the learner to internalize a certain behavioral value system. Professional skills are ones that derive from the social functioning of the self, the expression of personality in social settings. Professional training and development is essentially an individual matter: the improvement of present skills. It is contended that in further professional training, learners will be helped to internalize their learning if they can help determine and select modes and criteria of assessment, examinations, and evaluation (where relevant). In programs of professional training, criteria in examination, assessment, and evaluation accumulate during the program and in reference to the user's environment. It is essential to have the agreement of the learner about the mode of assessment. Lists of leadership skills, knowledge and skill base for leadership, assessment criteria, and modes of presentation of material or assessment are included. (SW)

ED 185 965 IR 008 226

*Buckingham, Betty Jo*

**Selection Bibliography. A Bibliography of Selection Sources for School Library Media Centers. 4th Edition.**

Iowa State Dept. of Public Instruction, Des Moines.
Pub Date-79
Note-40p.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Annotated Bibliographies, *Educational Media, Elementary Secondary Education, Instructional Materials, *Learning Resources Centers, *Library Acquisition, *Library Material Selection, Resource Centers, *Resource Materials, School Libraries

This annotated bibliography of selection and finding sources for both print and nonprint materials is intended for use by the librarian or media specialist. Materials listed are related to many different subject areas, skill levels, and formats for pre-school through area school students and teachers. Inclusion in the list has been limited, in most cases, to available titles not over five years old, and of at least some possible use to public school media centers, area school learning resource centers, or area education agency media centers. The titles are separately published books, pamphlets, or periodicals rather than articles. For those who wish to explore further, several widely known bibliographies of bibliographies are included. Descriptive and evaluative annotations are provided where possible. (Author)

ED 186 035 IR 008 404

**UNISIST Seminar on the Education and Training of Users of Scientific and Technological Information (Rome, Italy, October 18-21, 1976). Final Report.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report NO.-SC-77/WS/22
Pub Date-Oct 76
Note-106p.; For related documents, see IR 008 404-405. Best copy available.
Pub Type- Reports - Evaluative (142) - Collected Works - Proceedings (021)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Developing Nations, Information Dissemination, *Information Seeking, Information Services, *Information Systems, Information Utilization, *International Programs, Libraries, Sensitivity Training, *Training, Training Methods, *Use Studies
Identifiers-*Asia, *Scientific and Technical Information

The introduction to this UNISIST seminar report discusses problems in training present and potential users of scientific and technical information and emphasizes the importance of better recognition and formulation of information needs in order to effectively assess and use available libraries, information systems, and services. Papers presented at the seminar addressed the following topics: (1) Measurement of User Needs and Information Use; (2) User Education in Academic Institutions; (3) User Training in Technical Information Use; (4) User Education in National Documentation Centers; (5) Sensitization of Managers, Planners and Policy Makers; (6) User Training as a Component of National Information Policy; and (7) Means and Methods of Training Users. The recommendations of the seminar stressed the need for Asian members of Unesco, through their national focal points, to establish user education and training programs and recommended evaluation of users, training techniques, and availability of information and facilities; dissemination of the Unesco guide Education and Training of Users of Scientific and Technical Information UNISIST Guide for Teachers''; promotion of user education and training within the UNISIST program for assistance to member states; and the education and sensitization of administrators, planners, and policy makers. (RAA)

ED 186 054 JC 800 133

*Brender, Myron*

**Some Interdisciplinary Facets of Psychology.**

Pub Date-Mar 79

Note-27p.; Adapted from a paper presented at the Annual Conference of the Eastern Community College Social Science Association (5th, Philadelphia, PA, March 15-17, 1979)

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Advertising, Elementary Education, *Etymology, Fiction, Foreign Language Periodicals, Individual Instruction, *Interdisciplinary Approach, Literary Criticism, Literature, Mass Media, Motivation, *Motor Development, *Psychology, Psychomotor Skills, Second Language Learning, Student Research, Two Year Colleges, Vocabulary Development

Interdisciplinary approaches to the study of psychology can be employed to provide a continuity between the various subjects a student encounters in college. One approach a total push remediation program is exemplified by a project involving representatives of the psychology and physical education departments, as well as interested students, in the improvement of awkward motor coordination among pre-adolescents. This involves: (1) diagnosis of the motor skills that need improvement; (2) personalized athletic training incorporating the principles of skill learning and the techniques of response, shaping, and chaining; and (3) peer review to provide mutual encouragement. Another approach, using individual student research, involves a comparative motivational analysis of advertisements in foreign language publications. By requiring the student to write a final report in a foreign language, this approach provides practice in language skills, as well as insights into psychology. A third approach utilizes popular literature, rather than textbooks, in the study of basic psychology concepts in a conventional course format. A final approach, etymological analysis, employs the study of linguistic roots in teaching psychology terminology. The report includes a list of literary selections and the psychological concepts that they illustrate. (JP)

ED 186 072 JC 800 252

*Marsee, Stuart E.*

**The President's Relationship to the Board.**

Pub Date- 80
Note-8p.
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Administrator Role, *Board Administrator Relationship, *Board of Education Role, College Administration, *College Presidents, *Community Colleges, *Governing Boards, Interprofessional Relationship, Policy Formation, *Trustees, Two Year Colleges

While members of a college's board of trustees expect the president to provide them with accurate and timely information, individual trustees also have a responsibility to help the president do an effective job. The board should understand that the president is the one college administrator with an overview of the enterprise as a whole; his/her advice, therefore, should be carefully considered in board matters such as institutional finance, facilities planning, public relations, establishing institutional goals, assessing institutional performance, preserving the institution's autonomy, and settling internal disputes. In addition, board members can take several steps to insure a harmonious board-president relationship, including: (1) develop policies that are workable; (2) realize that the president must make reasonable decisions that may not be universally acceptable; (3) keep politics out of board activities; (4) carefully study board meeting agendas beforehand; (5) refer operational questions to the president; (6) expect communications with college personnel to be channeled through the president; and (7) remain aware of community attitudes toward the college. While the board has responsibility for setting institutional policy, trustees should leave to the president the responsibility for establishing rules and procedures for the implementation of that policy. (JP)

ED 186 091 PS 011 166

**Black Children: Some Highlights on Their Status.**

National Black Child Development Inst., Inc., Washington, D.C.
Pub Date-79
Note-8p.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Black Youth, Childhood Needs, Civil Rights, Community Action, Educational Quality, Employment, *Intervention, Policy Formation, *Quality of Life, *Social Status
Identifiers-*United States

This paper briefly overviews the economic and social conditions of the 11 million Black children and youth in the United States in the 1970s. Directions for social action are suggested and the aims of the National Black Child Development Institute are indicated. (RH)

ED 186 136 PS 011 433

**Child Development Associate. Safety for Young Children.**

Eastern Oklahoma State Coll., Wilburton.; Oklahoma Child Development Associate Policy Advisory Council, Midwest City.; Oscar Rose Junior Coll., Midwest City, Okla.

Spons Agency-Office of Child Development (DHEW), Washington, D.C.

Pub Date- 76

Grant-DHEW-OCD-6-C-15

Note-72p.; For related documents, see PS 011 430-432 and PS 011 434-447.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Reference Materials (130)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*Child Caregivers, *Competency Based Teacher Education, Day Care, Early Childhood Education, Health, Learning Activities, Postsecondary Education, Preschool Children, *Preschool Teachers, Resource Units, *Safety Education, *Teacher Responsibility, *Training

Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module, one of a series of 18, provides a guide to establishing a safe and healthy preschool environment and promoting health and safety practices among preschool children. Upon completion of the module, CDA trainees are expected to be able to create a safe learning environment for children, recognize and correct safety hazards, teach and promote safe work and play habits, systematically report safety information to parents, handle emergency situations, and provide emergency treatment for accidents, illness, and injury. Terms are defined and a self-evaluation procedure is indicated in early sections of the module. Subsequent chapters discuss teachers' responsibility for safety in the preschool, ways of teaching safety habits to young children, first aid, and activity development. The module also provides 14 learning activities, ranging from resource unit development to drills for emergency situations, for the CDA trainee. Supplemental reference books and organizations, pamphlets, films, and filmstrips are listed. (RH)

ED 186 191 RC 012 024

*Johnson, Vesta*
**The Haida Button Blanket.**
Ketchikan Indian Corp., Alaska.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-79
Note-16p.; Part of the Southeast Alaska Native Materials Development Project. For related documents see RC 012 020-023 and RC 012 025-030. Parts may not reproduce clearly.
Available from-Ketchikan Indian Corporation, P.O. Box 6855, Ketchikan, AK 99901 ($1.00).
Language-English; Haida
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Alaska Natives, *American Indian Culture, American Indians, *American Indian Studies, Art Activities, *Clothing Design, Cultural Activities, *Cultural Background, Dance, Elementary Education, Folk Culture, Illustrations, *Instructional Materials, Sewing Instruction
Identifiers-*Button Blanket, Ethnic Heritage Studies Program, Haida (Language), *Haida (Tribe), Songs

In the Haida nation, there are two phratries, Eagle and Raven, divided into a number of clans sharing one or more emblems. These emblems, inherited from the mother's line, adorn the button blankets which are the traditional ceremonial robes that serve to identify the family of the wearer. Written instructions and diagrams guide students in constructing their own Haida button blankets including materials, measuring, sewing, and executing the emblem pattern. Black and white photographs illustrate a variety of blanket designs. Related vocabulary words are listed in Haida and English; the texts of eight Haida dance songs are included. (JH)

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ED 186 192 RC 012 025

ED 186 238 SE 030 565

*Fox, Norris D. Schor, Mark*

**A Three Year Project to Improve the Instruction of Physics. Final Evaluation, Project CAUSE, 1976-1979.**

North Texas State Univ., Denton.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Aug 79

Note-92p.; Contains light and broken type, particularly in Tables.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-College Science, *Curriculum Evaluation, *Higher Education, *Individualized Instruction, Laboratory Experiments, Measurement, *Physics, Science Curriculum, Science Education, *Science Laboratories, Undergraduate Study

This is the final report of the evaluation of Project CAUSE, a three year project to improve the laboratory portions of undergraduate physics courses at North Texas State University. The report is divided into six sections. Included in the overview are goals and purposes, the instructional format, and the evaluation plan. Demographic profiles comprise the second section. Section three includes the cognitive results and trends. A discussion of the affective results is included in the fourth section. Anecdotal observations, based on interactions between the evaluator and the project staff, are discussed in section five. Section six is a summary of conclusions and recommendations. A measurement instrument of the affective domain is given in the appendix. (SA)

ED 186 364 SP 015 645

**Rating of Competency Objectives for Reading and Mathematics by Local School Personnel.**

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Research.
Pub Date-Feb 78
Note-52p.
Pub Type- Tests/Questionnaires (160)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Academic Ability, Achievement Rating, *Competence, Elementary Secondary Education, *Mathematics, Performance, *Rating Scales, *Reading, *Skill Analysis, Student Evaluation

Six hundred forty-seven competencies in reading and two hundred and four in mathematics are listed in descending order of importance. Elementary and secondary teachers and school staff personnel provided the rankings. (JD)

ED 185 829 FL 011 292

*Casby, Michael W.*

**Comparison of Static Form and Dynamic Action As the Basis of Children's Early Word Extensions. Kansas Working Papers in Linguistics, Vol. 4, No. 2.**

Kansas Univ., Lawrence. Dept. of Linguistics.
Pub Date-79
Note-8p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Child Language, *Concept Formation, Developmental Stages, *Discrimination Learning, Form Classes (Languages), Function Words, *Language Acquisition, Language Research, Learning Processes, *Semantics

Nonsense forms with nonsense labels were utilized in a match to sample task to observe whether children's word extensions are based on static form characteristics or on functional action characteristics. The stimuli consisted of: (1) a single model object which performed an action; (2) a selection array consisting of one object similar in form to the model, but with no demonstrated action; and (3) another object of a very different form than the model's, but which performed a similar action to that of the model's. Subjects were 31 normal preschool children ranging in age from 2;3 to 5;9. When form and action were in competition for the basis of the children's selection responses, action was the more frequently noted basis. More data are being collected from older children to observe when a shift in basis of extension occurs. Longitudinal data are also being collected on four children, two of whom are presently action based, and two of whom are presently form based in their word extensions. Implications for contrastive investigations with language impaired children are noted. (Author/SW)

ED 185 871 FL 011 436

*Vuchinich, Samuel*

**Expanding the Comparison Operation in Models of Language Comprehension. Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin, Number 30.**

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).

Pub Date-79

Note-21p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Comprehension, *Context Clues, *Dialogs (Language), Discourse Analysis, *Language Processing, *Language Research, *Listening Comprehension, Models, Psycholinguistics, Retention (Psychology), *Speech Communication

The study described here offers a model of target-context relations in language comprehension. It is based on the hypothesis that the same formal mechanisms that produce cohesion in discourse and texts are critically involved in language comprehension. The model posits that: (1) the comprehension of a target turn is primarily dependent on the formal relationship between the target turn and its context, (2) a discrete set of logical templates is part of the processing machinery, and (3) processing time for turns tied to context by different templates will not vary significantly. The structure of the model requires that a response to a target turn be processed along one of three paths: unit template to last turn (UT), topic only (TO), and no relationship to last turn or to topic (NN). The data were derived from the audio portion of 52 ten-minute conversations between a confederate and a naive subject. As predicted, processing time following (UT) target turns was significantly less than processing time following the other two types. The results support the hypothesis that humans can accomplish complex cross turn comparisons as quickly as tasks involving simpler comparisons. The accurate predictions of the model in a live conversational design contribute to the validity of models of language comprehension in general. (AMH)

ED 185 926 HE 012 619

*Hughes, K. Scott And Others*

**A Management Reporting Manual for Colleges: A System of Reporting and Accounting.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Spons Agency-Ford Foundation, New York, N.Y.

Pub Date-80

Note-131p.; Parts may not reproduce clearly because of colored background.

Available from-National Association of College and University Business Officers, One Dupont Circle NW, Washington, DC 20036.

Pub Type- Guides - Non-Classroom (055) - Non-Print Media (100)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Administrator Guides, *Budgeting, Classification, College Admission, Costs, Data Collection, Educational Finance, *Expenditures, *Higher Education, *Management Information Systems, Records (Forms), *Reports, *School Accounting, School Business Officials, Student Financial Aid, Student Recruitment

This manual, a revision of the 1976 publication entitled Management Reports,'' is intended to assist college business officers in establishing sound accounting systems and in preparing readable and meaningful financial management reports. A detailed description of the accounting system and a new expenditure classification structure have been included. The classification structure is comprehensive and is intended to provide meaningful cost information to use in budget analysis, control, and financial forecasting. Report formats that institutions can adapt to meet their needs are included for the following areas: student recruitment, admissions, and retention; student financial aid; personnel; budget control; auxiliary enterprises development programs; debt service; and cash management. Reports are intended primarily for interim internal reporting, providing management and governing board members with information on a monthly or quarterly basis. A chart of accounts and related coding structure provides the various categories used in classifying the financial transactions of an institution. The coding structure is intended for use with electronic data processing equipment, but it can be used with less sophisticated accounting systems. Sample forms are appended and definitions are provided for the following: funds, functions and subfunctions, specific unit, general ledger classification, assets, liabilities, appropriations, reserves/fund balances, revenues and receipts, expenditures and transfers. (SW)

ED 185 946 HE 012 666

*Schuytema, Eunice C. And Others*
**Development and Evaluation of Problem-Solving Skills in Microbiology.**
Pub Date-Apr 80
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Academic Achievement, Course Evaluation, Higher Education, *Laboratory Training, *Medical Students, *Microbiology, Predictor Variables, *Problem Solving

A problem solving, laboratory experience was devised in which first-year medical students were given a case description and then required to make judgments about what microbiology specimens should be collected and to analyze the results of laboratory tests in terms of implications for patient care. Over a four-year period revisions were made in the instruction and evaluation methods of the microbiology course. The three design variables which were included in the study were number of laboratory hours spent on problem solving techniques, class credit awarded for completion of laboratory activities, and exposure to problem solving examination items. Variations in these instructional methods were considered across the four years. Two of the variables were eventually dropped from the statistical analysis because of multicollinearity. A regression equation predicted student achievement on problem solving test items from number of hours spent in problem solving laboratory exercises. It is concluded that hours spent in problem solving laboratories had the strongest relationship with problem solving achievement, although test item exposure and student accountability also had an effect. (Author/SW)

ED 185 988 IR 008 318

*Kottelwesch, Clemens*

**Optimum Procedures for the Publication of the Results of Library Research.**

Pub Date-Aug 79

Note-10p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). Best copy available.

Pub Type- Reports - Descriptive (141) - Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Foreign Countries, Library Cooperation, *Library Research, Library Science, *Publications, *Research Projects, *Research Reports, *State of the Art Reviews

Identifiers-*International Federation of Library Associations, West Germany

This paper examines the publication of reports of library research progress in the Federal Republic of Germany and proposes problems of research publication that should be considered by the International Federation of Library Associations. Within Germany, four agencies, the German Library Association, the German Research Association, the German Library Institute, and the Association of German Libraries in conjunction with various study groups represent the bridge between research and practice. They publish information on library research through meetings, publication of journals, indexes, thesauri, bibliographies, etc.; however, a special bibliography of library research does not presently exist nor are there current abstracts of ongoing research projects. Reporting in periodicals is sketchy and often loses topical value because of late publication. Greater cooperation between existing agencies and a planned Research and Information Office is expected to help correct this situation. This problem is not unique to Germany and deserves the consideration of IFLA. Aspects for study include the determination of present national publication practices, compilation of a catalog of library research publications, development of regional and international cooperative publication and translation ventures, and the determination of international standards for research publications by subject field. (RAA)

ED 186 011 IR 008 345

*Cybulski, Radoslaw Zotova, Kremena*

**The Dynamic Model of a Coverage of the Current National Bibliography.**

Pub Date-Aug 79
Note-29p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). Best copy available.
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Cataloging, Library Acquisition, *Library Material Selection, *Models, National Libraries, *Problems, Program Descriptions
Identifiers-*Europe (East), National Bibliographies

This report describes the principal problems connected with the registration of documents in the current national bibliography (CNB) of the socialist countries, particularly the Soviet Union, the German Democratic Republic, Bulgaria, and Poland. Sections detail the following: (1) definition of CNB, (2) coverage of CNB, (3) the dynamic model of CNB, (4) levels of the model, (5) principles of coverage, (6) exteriorica, (7) principles of document selection, (8) registration of documents included in the model of CNB, (9) new editions, (10) microforms, (11) the table of the model, and (12) suggestions for further development of the model. References are included. (FM)

ED 186 092 PS 011 197

*Lodico, Marguerite G. Ghatala, Elizabeth S.*

**Training Rehearsal Strategies in Children.**

Pub Date-1 Feb 79

Note-14p.; Paper presented at the meeting of the Southwest Educational Research Association (February 1, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Elementary Education, *Feedback, *Memory, *Recall (Psychology), *Training Methods, *Young Children

Identifiers-Metamemory, *Rehearsal (Memory), Rehearsal Strategies

The effects of a training procedure for modifying children's rehearsal techniques on memory tasks were investigated in this study. Thirty second-grade children were randomly assigned to feedback and no feedback conditions in an experiment conducted in four phases: baseline, training, immediate transfer, and delayed transfer. Four lists of 18 grade-appropriate, high frequency nouns were selected from Thorndike and Lorge (1944). One list was used to collect baseline data and the remaining three lists were used for training, immediate transfer, and delay transfer tasks. Following each study/test trial conducted during training, the feedback group was shown how their performance improved when they used a many-item rehearsal strategy. A brief math test was administered for five minutes immediately following training. Children were then given the immediate transfer task. One week later, they were given the delay transfer task. A repeated measures analysis of variance was performed for group, stage and serial word position variables. Among the results, the analysis indicated an overall significant difference between the two groups in rehearsal and a marginally significant difference between the two groups in recall. (Author/RH)

*Ramirez, Manuel, III*

**Cultural Democracy and the Multicultural Personality: Effective Leadership for a Diverse Society.**

Pub Date-9 Oct 79
Note-29p.; An inaugural lecture given at Oakes College (Santa Cruz, CA, October 9, 1979). Best copy available.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Information Analyses (070)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Acculturation, *Biculturalism, College Students, Cultural Awareness, Cultural Interrelationships, *Cultural Pluralism, Intergroup Relations, Leadership, *Leadership Qualities, *Leadership Training, *Mexican Americans, Models, Philosophy
Identifiers-Chicanos

A person with a synthesized multicultural identity is one that holds positive attitudes toward Chicano and Anglo cultures, functions competently in both cultures, feels accepted by members of both cultures, and possesses a transcendent philosophy of life and world view. Although societal institutions have historically stressed assimilation to the mainstream American middle class, a different philosophy has begun to emerge. Cultural pluralism, or cultural democracy'', permits the individual to retain identification with his own culture as he identifies with other cultures in American society. Individuals comfortable with a number of cultures are particularly needed as leaders today. Research with bicultural Mexican Americans in California and Texas has shown such people to possess flexibility in learning styles, human relational styles and incentive-motivational styles. A study on the leadership behaviors exhibited by monocultural and multicultural college students in mixed ethnic groups under conditions of conflict indicated leaders with high multicultural experience to be particularly effective. Such individuals were less autocratic and more democratic than their low multicultural experience counterparts. They also were more accurate in reporting what had actually transpired in their groups and accepted more readily the responsibility for their group's action. This document also describes the development of the Flexibility, Unity and Expansion Model of Acculturation and an instrument for assessing multiculturalism in Mexican Americans. (DS)

ED 186 211 SE 030 346

*Sheldon, Daniel S.*

**The Development and Maintenance of a Unique and Effective In-Service Teacher Education Model. Technical Report 19.**

Iowa Univ., Iowa City. Science Education Center.
Pub Date-Aug 79
Note-27p.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Educational Improvement, Inservice Education, *Inservice Teacher Education, *Program Descriptions, Research Reports, *Science Course Improvement Projects, *Science Education, Science Programs, Science Teaching Centers, State Aid, *State Programs
Identifiers-*Iowa ASSIST Program

The major focus of this document is to report the current status of the Iowa-ASSIST program, a statewide education improvement model aimed at helping students, teachers, administrators, and citizens to improve science teaching and science offerings in their communities and schools. Described are procedures for establishing 15 regional service centers, university coordination efforts, program outcomes between 1972-1976, and current trends in Iowa-ASSIST programs. Tables list data regarding

workshop offerings and locations, science curriculum (SCIS, ESS, SAPA, and ES/OBIS) implementation within the years 1972-1976, numbers of schools using those selected programs for the same years, and numbers of in-service teachers affected by the Iowa-ASSIST program. (CS)

ED 186 306 SO 012 536

**Breaking the Silence: Seven Courses in Women's Studies.**

Education Development Center, Inc., Newton, Mass.; Goddard Coll., Plainfield, Vt.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-79
Note-169p.
Available from-Education Development Center, 55 Chapel Street, Newton, MA 02160 ($4.75)
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Adolescents, Adults, Black Literature, Course Descriptions, Cross Cultural Studies, Cultural Awareness, Employed Women, Ethnic Discrimination, *Females, *Feminism, Postsecondary Education, Prisoners, Secondary Education, *Sex Discrimination, Socialization, United States History, Units of Study, *Womens Studies

The document describes women's studies courses suitable for traditional and nontraditional educational settings. It is intended for adolescent and adult women whose access to education and employment has been limited because of race, sex, or class discrimination. Included are seven course descriptions: 1) Black Women Writers'' which examines poetry and short stories with reference to self-image and images of family, work, and relationships; 2) An introduction to women's history in the United States which examines women's oral history, issues of women's economic and social survival, alternative lifestyles and work, and the lives of women omitted from textbooks; 3) Reading and Writing About Women'' in which students read poetry and present dramatic readings; 4) Sex Roles and Socialization'' which examines images and life stages of women; 5) Women in Cross-Cultural Perspective'' which includes topics on ethnocentrism, matriarchies, women in the family, women and work, and strategies for change; 6) Women in Prison'' which examines myths, what is really criminal,'' the daily life of women prisoners, the writings of women in prison, young women and juvenile delinquency, and alternatives to imprisonment; and 7) Women and Their Working Lives'' which explores how the present economic structure and social expectations affect women's relationship to work, and provides practical knowledge for use in pursuing work. Each description provides objectives, teaching methods, a bibliography of resources, and an outline of sessions. (KC)

ED 186 324                                    SO 012 561

*Lee, Sung Jin Kim, Jung-Oh*

**The Value of Children: A Cross-National Study, Volume Seven. Korea.**

Hawaii Univ., Honolulu. East-West Center.; Korean Inst. for Research in the Behavioral Sciences, Seoul.

Pub Date-79

Note-109p.; For related documents, see SO 012 082 and SO 012 556-560.

Available from-University Press of Hawaii, 2840 Kolowalu Street, Honolulu, HI 96822 ($3.00)

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Abortions, *Children, Comparative Analysis, Contraception, Developing Nations, *Family Planning, Foreign Countries, *Parent Attitudes, Participant Characteristics, Policy Formation, Population Trends, Public Policy, Research Methodology, Social Science Research, *Socioeconomic Influences, *Values

Identifiers-*Korea

The document, one in a series of seven reports from the Value of Children Project, discusses results of the survey in Korea. The project conducted interviews with 378 married couples. The volume is presented in six chapters. Chapter I discusses the survey methodology and characteristics of the sample. Chapters II and III detail positive and negative values and economic benefits and costs of children. Chapter IV focuses on family size and family planning with reference to child spacing, attitudes toward contraception and abortion, and family planning knowledge and practices. A correlation between family background variables and family size and planning is also provided. Chapter V describes the value of children and fertility within the social context. The final chapter summarizes findings and makes recommendations for population policy. Results indicate that the most positive value of children for Korean parents is the happiness they bring to a family, pleasures derived from watching children's development, and incentives provided by children to succeed in life. Negative values include the emotional burden children place on parents, financial costs, and restriction of activities. Policy recommendations include designing family planning programs for the areas they will serve, fostering ideas of the social acceptability of a childless marriage, and making alternative activities more available and attractive while increasing the extent to which children interface with these activities. (KC)

*Sanders, Beverly*
**Women in American History: A Series. Book Three, Women during and after the Civil War 1860-1890.**
American Federation of Teachers, Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-79
Note-74p.; For related documents, see SO 012 593-594 and SO 012 596.
Available from-Education Development Center, 55 Chapel Street, Newton, MA 02160 ($1.50 plus $1.30 shipping charge)
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Civil War (United States), *Females, Feminism, Learning Activities, Occupations, Organizations (Groups), *Reconstruction Era, Secondary Education, Sex Discrimination, *Sex Role, Slavery, Social Action, Social Studies, Teachers, United States History, Womens Education, *Womens Studies

The document, one in a series of four on women in American history, discusses the role of women during and after the Civil War (1860-1890). Designed to supplement high school U.S. history textbooks, the book is comprised of five chapters. Chapter I describes the work of Union and Confederate women in the Civil War. Topics include the army nursing service, women in the military, and women who assumed the responsibilities of their absent husbands. Chapter II focuses on black and white women educators for the freed slaves during the Reconstruction Era. Excerpts from diaries reveal the experiences of these teachers. Chapter III describes women on the Western frontier. Again, excerpts from letters and diaries depict the Lewis and Clark guide, Sacajawea; pioneer missionaries adjusting to frontier life; and the experiences of women on the Western trail. Employment and equality on the frontier are also discussed. Chapter IV notes the progress of women after the Civil War. Although women were still excluded from political leadership, they began participating more actively in industry, education, and the professions. Topics include women in law, medicine, science, and architecture. Chapter V focuses on women's organizations: labor, the suffrage movement, and social clubs. Questions and suggested activities are found at the end of each chapter. (KC)

ED 186 391 SP 015 926

*Olivarez, Ruben Dario Berrier, Helen*

**School-Based Inservice Teacher Education. A Handbook for Planning and Providing.**

Texas Univ., Austin. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-May 78
Grant-G007603698
Note-21p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Decision Making, Elementary Education, Enrichment Activities, Faculty Development, *Inservice Teacher Education, *Needs Assessment, Problem Solving, Program Development, *Program Evaluation, *Teacher Participation
Identifiers-*Teacher Corps

This handbook describes an approach and provides guidelines for establishing a school-based inservice education program. The program is based on a single, local school staff that determines its own needs for professional development and uses its strengths and talents to meet those needs. Four basic phases for establishing a school-based program are discussed: 1) cooperative planning on the part of the staff; 2) staff assessment of needs; 3) training sessions and workshops; and, 4) evaluation of the program. (JD)

ED 185 850 FL 011 341

**Persian Basic Course: Supplement to Volume III. Structural Drills for Lessons 29-38.**

Defense Language Inst., Monterey, Calif.
Pub Date-Oct 66
Note-154p.; For related documents, see FL 011 338-350.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($2.60)
Language-Persian
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-*Audiolingual Methods, Communicative Competence (Languages), Dialogs (Language), *Grammar, Instructional Materials, *Intensive Language Courses, Language Usage, Listening Comprehension, *Pattern Drills (Language), *Persian, Reading Comprehension, *Second Language Instruction, Standard Spoken Usage, Vocabulary Development, Writing Skills

A supplement to volume three of a basic course in Persian is presented that is designed for use in the Defense Language Institute's intensive programs for native English speakers. This volume contains structural drills for lessons 29-38. (SW)

ED 185 890 HE 012 510

*Mayville, William V.*

**Changing Perspectives on the Urban College and University. AAHE-ERIC/Higher Education Research Currents, April 1980.**

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 80

Note-5p.

Available from-Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($.40)

Pub Type- Information Analyses (070) - Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*College Role, College Students, Community Colleges, *Community Development, Disadvantaged Youth, Educational History, Educational Legislation, Federal Legislation, *Higher Education, Institutional Cooperation, Institutional Role, Professional Associations, Public Policy, *School Community Relationship, *Social Responsibility, Student Role, Teacher Role, Urban Areas, Urban Improvement, Urban Studies, *Urban Universities

The evolving relationship between cities and urban colleges and universities is traced historically, and the implications of changing roles of the university are considered. The public service role of American higher education institutions has increased for both private and public schools. Attention is directed to the role of faculty, administration, and institutions in relation to the urban educational environment and its changing college student clientele. One development is accommodation to the world of work in the college curriculum. Reluctance of many faculty to engage in this new tendency has set some institutions apart from their urban context, yet, some other institutions have thrived on community service as a major part of institutional mission and development. Changes in the program structure of institutions seem mandatory to serve the diverse dimensions of urban life. The federal commitment to urban institutions is indicated by the Education Amendments of 1980, which altered Title XI of the Higher Education Act of 1965 to read The Urban Grant University Program.'' Many professional organizations also assist urban universities and their constituents. Reasons for the community college's ability to act effectively and efficiently in the area of community development are cited, and some model urban programs at community colleges are noted. Support for urban universities was expressed in the Memorandum of Understanding'' (1980), which was generated by several postsecondary education associations in cooperation with the U.S. Department of Housing and Urban Development. (SW)

ED 186 265 SE 030 655

**An Agenda for Action: Recommendations for School Mathematics of the 1980s.**

National Council of Teachers of Mathematics, Inc., Reston, Va.
Pub Date-80
Note-30p.
Available from-National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 ($1.00).
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
**Document Not Available from EDRS.**
Descriptors-*Basic Skills, Calculators, Computers, Core Curriculum, *Educational Technology, Elective Courses, Elementary Secondary Education, Evaluation, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Problem Solving, Public Support, Standards, Teacher Education, Teaching Methods, Testing

Eight recommendations for school mathematics in the 1980s are given. These are based partially on results from mathematical assessments and other studies, and are intended to launch a decade of action in mathematics education. For each of the following recommendations, the document includes a short commentary and a series of recommended actions to be taken: (1) problem solving should be the focus of school mathematics in the 1980s; (2) basic skills in mathematics should be defined to encompass more than computational facility; (3) mathematics programs should take full advantage of the power of calculators and computers at all grade levels; (4) stringent standards of both effectiveness and efficiency should be applied to the teaching of mathematics; (5) the success of mathematics programs and student learning should be evaluated by a wider range of measures than conventional testing; (6) more mathematics should be required for all students and a flexible curriculum with a greater range of options should be designed to accommodate the diverse need of the student population; (7) mathematics teachers should demand of themselves and their colleagues a high level of professionalism; and (8) public support for mathematics instruction should be raised to a level commensurate with the importance of mathematical understanding to individuals and society. (MK)

ED 186 288    SE 030 946

*Meiring, Steven P.*

**Problem Solving A Basic Mathematics Goal, 2: A Resource for Problem Solving.**

Ohio State Dept. of Education, Columbus.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-80
Note-95p.; For related document, see SE 030 945.
Available from-The Ohio Department of Education, Div. of Inservice Education, 65 South Front St., Columbus, OH 43215 (write for correct price information).
Pub Type- Guides - General (050) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Calculators, Cognitive Processes, Educational Resources, Elementary Education, Elementary School Mathematics, *Inservice Teacher Education, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Mathematics Materials, Mathematics Teachers, *Problem Solving, *Resource Materials, *Teaching Methods

This second booklet of a two-part publication, designed as an in-service tool for teachers of grades K-9, concerns the teaching and curriculum aspects of problem solving. It is a digest of selected topics integral to successful problem-solving instruction. The resource is organized into independent units for individual reference or group in-service use. These units can be employed in a variety of ways. Self-contained topics may be selected as needed by teachers engaging in problem-solving instruction with their classes. Individual units may serve as the topic for in-service meetings conducted by supervisory staff. Particular units can be selected for periodic sustained study throughout the school year as a comprehensive in-service program or course on problem-solving teaching. The individual unit titles are: Introduction to Teaching Problem Solving; Research and Psychological Summaries; Looking Back Strategies; Teaching Considerations; Choosing Different Teaching Modes; Story Problems and Number Sentences; Getting Started; Primary Instruction; Intermediate and Junior High Instruction; Creating a Problem Solving Environment; Organizing the Curriculum; and Calculators in Problem Solving. (Author/MK)

SO

ED 186 365 SP 015 655

*Bossing, Lewis*

**Summer Faculty Leave Project Report, 1979.**

Pub Date-79
Note-26p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Admission Criteria, Curriculum Design, *Data Collection, Differences, Educational Policy, *Educational Research, *Higher Education, Institutional Characteristics, *Needs Assessment, *Preservice Teacher Education, Program Evaluation, *Redundancy, Research Needs, Teacher Education Programs

A survey of admission criteria and educational practice and policy at selected preservice teacher education institutions yields data on a variety of subjects pertinent to teacher education in general. Areas of investigation explored by this combination interview/survey include the undergraduate teacher education program entrance and graduation requirements, the National Council on Accreditation for Teacher Education standards adhered to by the institutions surveyed, the work being done by the institutions in the area of teacher education laboratory experiences, the programs' academic advisement and registration policies, and the institutions' extended campus programs. Also explored are recent developments by the investigated colleges and universities in the area of teacher education curriculum design. A copy of the faculty leave proposal and the survey instrument are appended. (LH)

*Beauregard, Erving E.*

**Academic Freedom, Slavery and College Rivalry.**

Pub Date-8 Mar 80
Note-14p.; Paper presented at the Annual Missouri Valley History Conference (23rd, March 6-8, 1980).
Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060) - Information Analyses (070)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Academic Freedom, Case Studies, *Church Related Colleges, College Environment, *College Role, *Educational History, Higher Education, Institutional Autonomy, Political Influences, Religious Conflict, *Slavery, Social Influences, *United States History
Identifiers-*Franklin College OH

Developments in the late 1830's and early 1840's concerning Franklin College, academic freedom, and slavery are traced. In the small eastern Ohio community of New Athens, there were political, economic, social, cultural, and religious influences that focused on the question of American slavery. The drama unfolded at the nondenominational but religiously influenced Franklin College, where ministers and laymen from heterogeneous branches of Presbyterianism disputed over gradual versus immediate emancipation of the slaves or clung to a neutral stance. A major repercussion was an onslaught on academic freedom leading to the resignations of two successive presidents, the departure of three professors, the imposition on the college of the principle of immediate emancipation, and a schism leading to the founding of Providence College in New Athens. In the latter institution, academic freedom fell victim to the requirement of accepting the gradualist approach to emancipation. This second site of higher learning soon expired, and the older college, Franklin, continued to spread an all-out effort to immediately solve the slave problem in eastern Ohio. (SW)

ED 185 966 IR 008 233

*Peters, Katherine A.*

**The Study Centers and Tutorial Services of the British Open University: A Council on Library Resources Project Report.**

Spons Agency-Council on Library Resources, Inc., Washington, D.C.

Pub Date- 77
Note-46p.; Best copy available.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Adult Education, *Correspondence Study, *Delivery Systems, Developed Nations, *Educational Development, *Extension Education, Home Study, *Open Education, Outreach Programs, Program Proposals, *Rural Areas, Study Centers

Services offered by the British Open University are examined to determine the feasibility of establishing similar programs and study centers for an external degree program at Kauai Community College, Kauai, Hawaii. This report covers the history and origin, organization, courses of study, delivery systems, staff, and students at the Open University, focusing on the management, function, and effectiveness of the study centers. Information-gathering methods include interviews with administrators, staff, and students; observation of tutorials and counseling sessions; visits to typical study centers; observation of TV and radio programs broadcast by the school; and examination of their correspondence texts and kits. The Open University policy of bringing resources to learners is examined through its programs and teaching methods, which include extensive use of mass communication and correspondence learning. Study centers, established to provide contact between students and tutor-counselors, are evaluated in terms of usefulness to students and importance of the counselor. Certain elements of the Open University are then selected as appropriate for application to Kauai Community College, allowing for a smaller population and financial resources. Study centers are seen as providing radio and TV equipment for students to attend'' courses, as well as conducting tutorials and counseling sessions. (SW)

ED 186 073 JC 800 257

*Channing, Rose M. Blanco, Virgil*
**International Business Education in the Community College.**

Middlesex County Coll., Edison, N.J.
Pub Date-Feb 80
Note-25p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Business Education, College Role, *Community Colleges, Community Education, *Curriculum Development, Educational Certificates, *Educational Needs, Employer Attitudes, *Faculty Development, *International Studies, Needs Assessment, Noncredit Courses, Occupational Surveys, Program Descriptions, Program Development, School Business Relationship, Second Languages, Seminars, Teacher Workshops, Two Year Colleges
Identifiers-*International Trade

After introductory material descrying the lack of international studies in American education, this report describes the development, design, and accomplishments of the International Business Education program at Middlesex County College (MCC). The following phases in the development of the program are detailed: (1) a five-member curriculum team, representing the Business, Health Technologies, Science, Engineering, and Liberal Arts divisions of the college, met during the summer of 1978 to consider various approaches to an International Studies program, develop a bibliography for their curriculum areas, and develop suggestions for course units; (2) during the 1978-79 academic year, monthly seminars and workshops were held for faculty to develop ideas about incorporating internationally related content into appropriate curricula; (3) International Business I was developed and taught and four other courses were prepared; (4) several other activities were offered for faculty development; (5) a survey was conducted to determine the educational needs of local industries involved in international commerce with regard to specific training and foreign language requirements; (6) instructional efforts including conferences for the business community, non-credit and credit certificate programs, and Round Table Seminars were geared toward meeting these identified needs. (JP)

ED 186 114 PS 011 387

**Whose Child Is This?**
Illinois Advisory Committee on Nonpublic Schools, Lansing.
Spons Agency-Continental Bank Foundation, Chicago, Ill.
Pub Date-78
Note-70p.; Papers presented at the Illinois Advisory Committee on Non Public Schools' Conference (Chicago, IL, October 10-11, 1977).
Available from-Illinois Advisory Committee on Non-Public Schools, 2261 Indiana Avenue, Lansing, IL 60438 ($2.50)
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Civil Liberties, Educational History, *Educational Responsibility, *Government Role, *Government School Relationship, Moral Issues, Nontraditional Education, Parent Participation, *Parent Responsibility, *Private Education, Religious Factors, *State Government

This document presents eight statements representative of positions taken by participants in a conference held to explore the relationship between the state and non-public schools. A historical perspective on the role of the parents in education, a lawyer's case for parental responsibility in education, parent involvement and parent rights are explored. Issues of educational freedom, religious liberty, state interference with parental preferences in education and family choice of educational services are also discussed. The statements conclude with an address by Dr. Joseph M. Cronin on the role of the state in supervising and facilitating public and non-public schools in Illinois. (Author/RH)

ED 186 156 RC 011 572

**Handbook for Students, Teachers and Parents. BOCES/SCOPE Outdoor Learning Laboratory at Sunken Meadow.**

Long Island State Park and Recreation Commission, N.Y.; New York State Office of Parks and Recreation, Albany.; SCOPE Outdoor Learning Laboratories, Kings Park, N.Y.

Spons Agency-Suffolk County Board of Cooperative Educational Services 3, Dix Hills, N.Y.

Note-31p.

Available from-SCOPE Outdoor Learning Laboratories, Sunken Meadow State Park, PO Box 186, Kings Park, NY 11784 ($1.50 plus postage).

Pub Type- Guides - General (050) - Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Activities, Elementary Secondary Education, Environmental Education, Equipment, *Experiential Learning, *Field Experience Programs, Field Instruction, Field Trips, Interdisciplinary Approach, *Learning Laboratories, *Liberal Arts, *Nature Centers, *Outdoor Education, Program Guides

Identifiers-*New York (Suffolk County), Outdoor Learning Laboratory NY, Sunken Meadow State Park NY

Since 1971 a fully equipped learning laboratory building and the open fields, woodlands, salt water marshes, and beaches of Sunken Meadow State Park have been available for year round day use by students and educators in New York's Suffolk and Nassau counties. Funded by the New York Office of Parks and Recreation and local Boards of Cooperative Educational Service, the Outdoor Education Program has been designed as a multidisciplinary approach to utilizing the outdoor environment to supplement, strengthen, and give new dimensions to the existing school curriculum. Participants have found that these environments are not only appropriate for study of the natural sciences, but that art, music, mathematics, Long Island history, and the language arts can be learned more effectively in such surroundings. The handbook contains: teacher procedures for participation in the program; hours of operation; a map and directions for reaching the laboratory; transportation and parking procedures; radio stations to monitor for possible laboratory closing during inclement weather; appropriate dress; fire regulations; safety, first aid, and emergency procedures; instructions for using the mobile radio network while in the field; security measures; conservation practices; a map of the park; and a student registration and health blank. In the original, 28 blank pages are provided for students to maintain a log of their learning experience. (NEC)

Ketchikan Indian Corp., Alaska.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-79
Note-42p.; Part of the Southeast Alaska Native Materials Development Project. For related documents, see RC 012 020-024 and RC 012 026-030.
Available from-Ketchikan Indian Corporation, P.O. Box 6855, Ketchikan, AK 99901 ($2.00)
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Alaska Natives, *American Indian Culture, American Indians, *American Indian Studies, Animal Behavior, Cultural Activities, Elementary Education, Food, Illustrations, Instructional Materials, *Learning Activities, *Outdoor Activities, *Reading Materials, Risk, Tribes, Wildlife
Identifiers-Alaska (Southeast), Ethnic Heritage Studies Program, *Hunting, Survival Skills

Eleven stories describe traditional practices and true adventures of the Tlingit hunters of Southeast Alaska. The stories are accompanied by learning activities and discussion questions for students and are arranged under the headings of bear, mountain goat and deer, and seal and sea lion. Topics include hunting weapons and strategies, bravery, the training of hunting dogs, behavior of the hunted animals, preparing and preserving game for food, and uses of game for clothing and tools. Suggested activities ask students to collect and record additional true adventure stories, study wildlife, dramatize and illustrate the stories, carve an animal from soap or clay, and consider the distinctions between sport and survival hunting. (JH)

ED 186 239 SE 030 566

**Regents Chemistry Syllabus. Trial Draft.**

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.; State Univ. of New York, Albany.
Pub Date-Sep 79

Note-186p.; Not available in hard copy due to marginal legibility of original document. Best copy available.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Chemistry, *Curriculum Guides, Instructional Materials, *Science Curriculum, Science Education, Secondary Education, *Secondary School Science, *State Curriculum Guides

This syllabus presents material to be covered in chemistry for pupils of varying skills and abilities in New York public high schools. An outline of topics provides an overview of the principles, concepts, and applications included within the course and tested in the New York State Regents Examination. Twelve units of study are described. Material within each unit is organized into three subheadings: topics, understandings and fundamental concepts, and supplementary information. Unit 12 outlines topics representing minimum requirements for skills and activities in laboratory experiences. (CS)

ED 186 392 SP 015 927

*Olivarez, Ruben Dario, Ed.*

**Programmatic Issues in Teacher Education: The Texas Teacher Corps Experience.**

Texas Univ., Austin. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-75
Grant-OEG-0-72-1121(715)
Note-98p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Admission Criteria, Change Agents, Decision Making, Educational Objectives, *Governance, Instructional Development, Minority Groups, Needs Assessment, Networks, *Program Development, *Program Implementation, Sociocultural Patterns, *Teacher Evaluation, Teacher Interns, *Teacher Recruitment, Teacher Role
Identifiers-*Teacher Corps, Texas

Various aspects of program planning and implementation in the Texas Teacher Corps Network are explored. The following topics are covered: 1) program conceptualization and design; 2) intern and team leader recruitment; 3) Teacher Corps experiences dealing with graduate admission processes and their implications for change; 4) management of Teacher Corps programs; 5) Teacher Corps projects in different sociocultural environments; 6) characteristics of an instructional system for the training of Teacher Corps interns; and 7) problems of effectively assessing teacher competencies. (JD)

**Persian Basic Course: Volumes I-III, IPA Supplement.**

Defense Language Inst., Monterey, Calif.
Report NO.-PF0018S
Pub Date-Dec 70
Note-95p.; For related documents, see FL 011 338-350.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($1.70)
Language-English; Persian
Pub Type- Reference Materials - Vocabularies/Classifications (134) - Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Audiolingual Methods, Communicative Competence (Languages), Instructional Materials, *Intensive Language Courses, Language Usage, *Persian, *Phonetic Transcription, *Pronunciation Instruction, *Second Language Instruction, Standard Spoken Usage, Vocabulary Development, *Written Language

A supplement is presented to volumes one, two, and three of a basic course in Persian that is designed for use in the Defense Language Institute's intensive programs for native English speakers. Part one introduces the student to a phonemic transcription which is derived from the International Phonetic Alphabet (IPA). Part two applies the modified IPA to the transcription of the dialogues of the first 38 lessons of the basic course. Part three adds the lesson-by-lesson vocabulary to volume one and repeats the vocabulary of volumes two and three in IPA transcription. (SW)

ED 186 012 IR 008 346

*Larsen, John*

**Library Service for the Blind and Physically Handicapped in Denmark.**

Pub Date-Aug 79

Note-17p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). Best copy available.

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Blindness, Foreign Countries, History, Legislation, *Libraries, *Library Services, *Physical Disabilities, Talking Books

Identifiers-*Denmark

This description is divided into four sections: (1) Danish library legislation for the blind and physically handicapped, (2) the history of library service to the blind, (3) the existing state of library service to the blind and physically handicapped, and (4) the future of such services. Ways to improve the have-little'' status of the blind and physically handicapped in Danish libraries are considered, with emphasis on the blind, though recommendations are included for services to other handicapped users. The production of talking books, as well as braille materials, is a major focus. (JD)

ED 186 055 JC 800 135

*Elfenbein, Iris M. And Others*

**Personal and Family Financial Planning: The Need and the Promise.**

American Council of Life Insurance, Washington, D.C. Education and Community Services.

Pub Date-10 May 79

Note-70p.; Papers presented at the Teacher Education Annual Meeting (May 10, 1979)

Pub Type- Speeches/Meeting Papers (150) - Collected Works - General (020) - Opinion Papers (120)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Adult Development, Adult Education, Community Benefits, *Community Colleges, *Consumer Economics, *Consumer Education, Consumer Protection, Educational Needs, Family Financial Resources, Family Life Education, Federal Regulation, Home Management, Instructional Materials, *Money Management, Postsecondary Education, *Self Concept, *Teacher Education

Identifiers-*Personal Finance Training

The first of a series on personal and family financial planning (PFFP) education, this publication presents five papers examining the need for educational programs that emphasize the use of financial resources in ways that contribute to family stability. C. Raymond Anderson discusses the inability of many individuals to realistically manage financial resources and describes seven PFFP competencies: (1) analyze goals, (2) assess financial resources, (3) design a family financial plan, (4) effectively execute the plan, (5) effectively buy, borrow, invest, and save, (6) evaluate and change financial plans to meet changing economic conditions, and (7) provide an adequate income base. Next, Mary Beth Minden identifies federal consumer protection laws, considers their costs and benefits, and urges that PFFP programs examine governmental and societal factors that affect family financial planning. Joel L. Burdin suggests that PFFP be fused with teacher education and provides guidelines for the use of instructional materials and other resources in PFFP programs. James L. Wattenbarger examines the vocational, non-credit emphasis of community college curricula and discusses the role of PFFP instruction in providing for diverse community needs. Mervin D. Lynch and Melissa Levi examine the relationship between financial planning and self-concept development at various stages of the life cycle. (JP)

ED 186 137 PS 011 434

**Child Development Associate. Bicentennial Language.**

Eastern Oklahoma State Coll., Wilburton.; Oklahoma Child Development Associate Policy Advisory Council, Midwest City.; Oscar Rose Junior Coll., Midwest City, Okla.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date- 76
Grant-DHEW-OCD-6-C-15
Note-169p.; For related documents, see PS 011 430-433 and PS 011 435-447.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Reference Materials (130)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-*Child Caregivers, Childrens Literature, Class Activities, Communication Skills, *Competency Based Teacher Education, Day Care, Dramatic Play, Early Childhood Education, *Language Acquisition, Language Arts, Learning Activities, Postsecondary Education, *Preschool Teachers, *Teacher Role, *Training
Identifiers-*CDA, Child Development Associate

The purpose of this Child Development Associate (CDA) training module, one of a series of 18, is to provide the CDA intern with an understanding of both the processes involved in the development of language skills and the role of the teacher in enhancing language development. The module stipulates competency-based objectives and provides essential information, suggestions, examples and learning activities on topics related to the objectives. These topics are the development of language and communication skills; the teacher's role in the development of these skills; dramatics for young children; the function of language arts in the preschool; children's literature; and activity development. Also included is a partially annotated list of books, pamphlets, films, and tapes concerning language development and educational experiences in language arts. (SS)

ED 186 212 SE 030 366

*Perry, Constance M. Schlenker, Richard M.*

**Decision-Making concerning Ethical Issues of Science and Technology: A Series of Activities.**

Pub Date-80
Note-9p.; Contains occasional light and broken type.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Decision Making Skills, Environmental Education, Higher Education, *Instructional Materials, Population Growth, *Science Education, Secondary Education, Secondary School Science, *Social Problems, Technological Advancement, *Values
Identifiers-*Bioethics

Procedures are outlined for aiding students in clarifying values and making decisions. Activities are included which were selected to sensitize students to some current situations that involve making technological, scientific, or bioethical decisions. The five activities are concerned with the following problematic situations: (1) government control of population, (2) recombinant DNA research, (3) nuclear and atomic energy, (4) prevention of Downs' syndrome by abortion, and (5) fossil fuel conservation. (CS)

ED 185 830 FL 011 293

*Schaefer, Ronald P.*

**Regression, Surface Constraints and the Acquisition of Mid Vowels. Kansas Working Papers in Linguistics, Vol. 4, No. 2.**

Kansas Univ., Lawrence. Dept. of Linguistics.

Pub Date-79

Note-21p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Articulation (Speech), *Child Language, Consonants, *Language Acquisition, *Phonology, Speech Communication, *Vowels

Identifiers-*Constraints

One English speaking child's phonological, semantic, and syntactical development from 15 to 21 months old is detailed in order to investigate the development of the mid vowel categories in English as reflected in spontaneous speech production. Prior research on this topic is summarized to reveal certain trends in the development of mid vowels. This study compared the child's four basic categories of vowels with the full range of an adult's in order to determine correspondences. Realization rules based on these correspondences were postulated. These rules accept adult surface forms as input and give the child's sound categories as output. These are shown to be functionally related. The pattern of mid vowel development from Stage I to Stage II suggests that these vowels can be described by the term regression. It is concluded that phonological acquisition is characterized by an interaction of the inventive nature of the child and the inherent constraints on the phonological category system. (PMJ)

ED 185 872 HE 012 069

*Katz, Arthur J., Ed.*

**Community Mental Health: Issues for Social Work Practice and Education.**

Council on Social Work Education, New York, N.Y.
Pub Date-79
Note-111p.
Available from-Council on Social Work Education, 345 E. 46th St., New York, NY 10017 ($4.50)
Pub Type- Collected Works - General (020) - Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Administrators, Civil Liberties, Clinical Experience, Community Involvement, *Community Programs, *Delivery Systems, Evaluation Criteria, *Health Services, Higher Education, Management Teams, Medical Care Evaluation, *Mental Health Programs, Patients, Prevention, Professional Education, Program Evaluation, *Social Work

Articles by social work educators on some of the critical issues in community mental health are presented. Examined are some conceptual and program developments related to coordination, continuity of care, and the use of teams in planning and service delivery for community mental health (Lawrence K. Berg). The issue of civil commitment to and civil rights in inpatient facilities of persons diagnosed as mentally ill is addressed (Leila Calhoun Deasy). Some current issues for clinical social work practice in mental health are presented, considering programs of prevention, immediate, brief intervention, and long-term care (Patricia L. Ewalt). Two sets of guidelines for program evaluation in mental health are offered. One deals with judging the work of evaluators (Harris K. Goldstein) and the second is concerned with how mental health administrators can use the products of evaluation (James Proctor). Pointed out is the need to establish a rational and clear framework for social work practice in community mental health (Arthur J. Katz). Citizen participation is discussed as a means of maximizing the effectiveness of the service delivery program (Samuel O. Miller). The origins and applications of social work practice and education in primary prevention are also presented (Helen Reinherz). Deinstitutionalization and chronic mental patients are identified as related issues and part of a current and ongoing crisis for community mental health (Max Silverstein). (MSE)

ED 185 947 HE 012 667

# Changes Needed in the Tax Laws Governing the Exclusion for Scholarships and Fellowships and the Deduction of Job Related Educational Expenses. Report by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.
Report NO.-GGD-78-72
Pub Date-31 Oct 78
Note-118p.
Pub Type- Reports - Research (143) - Legal/Legislative/Regulatory Materials (090) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-College Students, Court Litigation, Discriminatory Legislation, Disqualification, Eligibility, Equal Protection, Federal Regulation, *Fellowships, Financial Aid Applicants, Higher Education, *Income, *Justice, *Laws, Legal Problems, *Scholarships, *Taxes
Identifiers-Department of the Treasury, *Internal Revenue Service

Problems caused by the tax law and Department of the Treasury regulations related to the income exclusion for scholarships and fellowships and the deduction of job-related educational expenses were studied. Legislative changes that may reduce the amount of controversy generated by these two sections of the Internal Revenue Code are recommended. A detailed examination was conducted of 257 randomly selected cases pending review in the Appellate Division of the Internal Revenue Service and 281 court cases already decided. The tax rules and Treasury regulations were found to be confusing and difficult to apply. Determination of the tax status of educational grants and expenses depends upon the naming of precise factual and legal distinctions in fact situations that are essentially comparable. The result is that taxpayers similarly situated are treated in a dissimilar manner. The General Accounting Office suggests a solution designed to: (1) simplify the tax rules applicable to educational grants and deductions, and (2) accord approximately equal tax treatment for persons in similar situations. (SW)

*Kilgour, Frederick G.*

**Description of a Computerized, On-Line Interlibrary Loan System.**

Pub Date-Aug 79
Note-10p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Information Retrieval, *Interlibrary Loans, *Library Circulation, *Library Cooperation, *Library Networks, *Online Systems
Identifiers-*OCLC

This paper describes the first two months of operation of the OCLC interlibrary loan system, an online system designed to increase speed and effectiveness in obtaining interlibrary loans. This system provides (1) bibliographic verification of interlibrary loan records and location of materials by using online union catalog records, (2) automatic transmission of interlibrary loan requests and resulting responses, (3) automatic forwarding of interlibrary loan requests to potential lenders, (4) immediate access to interlibrary loan records via several access points, and (5) automatic updating of interlibrary loan record status. (JEG)

ED 186 036 IR 008 405

**UNISIST Seminar on the Training of Users of Scientific and Technical Information: Analysis and Evaluation of UNISIST Guidelines (Bangkok, Thailand, October 14-15, 1976). Final Report.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report NO.-SC-77/WS/8
Pub Date-Oct 76
Note-75p.; For related documents, see IR 008 404-405.
Pub Type- Reports - Evaluative (142) - Collected Works - Proceedings (021)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Developing Nations, Evaluation, *Guidelines, Information Dissemination, Information Networks, Information Seeking, Information Services, *Information Systems, Information Utilization, *International Programs, Libraries, *Training, Training Methods, *Use Studies
Identifiers-*Asia, *Scientific and Technical Information

User training experiences in Asian countries, using the UNISIST guidelines for training users of scientific and technical information, are reported through summaries of discussions following the presentation of papers, as well as the texts of the papers. Participants, including users, user trainers, and information handlers, heard these papers: (1) The User Training Issue; (2) User Training The Missing Link between Users and Resources; (3) Means and Methods of Training Users The UNISIST Manual; (4) User Training in Australia; (5) User Training in Thailand; (6) UNISIST Programme and Plans for 1977-78; (7) Some Information Projects in Southeast Asia based on UNISIST Recommendations; and (8) The Regional Information Network on Science and Technology for Southeast Asia. The recommendations of the seminar stressed the need for Asian members of Unesco, through their national focal points, to establish user education and training programs and recommended evaluation of users, training techniques, and availability of information and facilities; dissemination of the Unesco guide Education and Training of Users of Scientific and Technical Information UNISIST Guide for Teachers''; promotion of user education and training within the UNISIST program for assistance to member states; and the education and sensitization of administrators, planners, and policy makers. (RAA)

ED 186 093 PS 011 227

*Shinman, Sheila*

**Parental Response to Pre-School Provision: A Study of 77 Families, Focussing on the Characteristics of Those Who Chose Not to Use a New Community Playgroup.**

Spons Agency-Social Science Research Council, London (England).
Pub Date-Nov 75
Grant-SSRC-HR-1944
Note-256p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC11 Plus Postage.**
Descriptors-Alienation, Community Study, Demography, Economic Factors, Foreign Countries, *Lower Class, *Mothers, One Parent Family, *Parent Attitudes, Parent Child Relationship, *Parent Participation, Poverty, *Preschool Education, *Psychological Patterns, Stress Variables
Identifiers-*England

Given that in a community, there will be some parents who make use of preschool provision and some who do not, are there any discernible differences or similarities between the two groups of parents? Do the reasons parents offer for use or disuse, however cogent they may be, mask a more fundamental difference between families who do not take part in preschool provision and those who do? These are problems to which this exploratory study seeks answers. The Hillington Borough Council allowed researchers to monitor its program of establishing playgroups run by Tenants' Associations on some of its housing estates. One such estate, 'Hillcroft', housing a reasonably homogeneous community of working class families, became the focus of this study. Among the major findings, almost one-third of the families did not take up preschool provision which was available and guaranteed for their children. Negative responses were made to preschool provision in general. Results suggest that the degree of awareness and enthusiasm which mothers showed for preschooling was a reflection of the mother's own psychological situation. A large proportion of mothers interviewed had personal problems which precluded other than marginal concern for planned provision for their children. (Author/RH)

ED 186 174 RC 012 004

*Lockart, Barbetta L.*

**Community Education and the Urban Indian.**

Pub Date-Apr 80
Note-11p.; Paper presented at the New Mexico State Community Education Conference (Las Cruces, NM, April 1980).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Acculturation, Adult Learning, American Indian Education, *American Indians, *Community Centers, *Community Education, Cultural Activities, Cultural Awareness, Ethnicity, Lifelong Learning, *Needs, Nonschool Educational Programs, *Self Help Programs, Social Differences, Social Influences, Social Services, *Urban American Indians, Urban Areas

Because the circumstances and problems of the urban American Indian are unique and are not being met by public education and service agencies, urban Indians across the nation have joined together within their communities and taken steps to help address their special social, educational, cultural, economic, and political needs. The establishment of Indian centers offering such services as health clinics, drug and alcohol programs, GED courses, birth control clinics, baby clinics, language classes, day care centers, recreation programs, cultural activities, housing and job assistance is one method Indian people have utilized to help themselves. Educational services including tutoring programs, counseling, and textbook review committees have been provided by some community centers to supplement school district programs in an effort to more adequately prepare students for participation in the dominant society while allowing them to maintain their Indian identity. Community centers can also help urban Indians maintain their culture by providing facilities for the display of Indian arts and crafts. Each center is unique, but they all offer Indians, many of whom are new to the urban setting, a place where they can relax, stabilize, and feel the security of meeting other Indian people who have similar problems and needs. These centers may be funded through HEW (Indian monies), philanthropists, community education monies, or any number of sources. (NEC)

ED 186 307 SO 012 537

*McClain, Edwin P.*

**A Research Perspective on World Affairs Education.**

Charles F. Kettering Foundation, Dayton, Ohio.

Pub Date-Mar 80

Note-26p.; Paper presented at Annual Meeting of the International Studies Association (Los Angeles, CA, March 19-22, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Case Studies, Citizenship Education, Community Involvement, *Community Leaders, Educational Objectives, Evaluation Criteria, Foreign Policy, Higher Education, *Leadership Training, Models, Needs Assessment, Philanthropic Foundations, Policy Formation, Private Financial Support, *Research Needs, *Research Projects, *World Affairs

The paper assesses four community based world affairs education projects Columbus-in-The World (CITW), Kettering-Findlay Experiment (KFE), Community International Education Consultation (CIEC), Overseas Development Council, and Kettering Foundation Transnational Dialogues on Food and Development (TND). The objectives of the paper are to assess the contribution of these projects to the theory and practice of world affairs education at the local level and to develop a knowledge base regarding the relationship of citizenship and leadership skills to the foreign policy process. Data are presented for each of the four projects regarding objectives, planning, components, administration, follow-up community activities, problems, participants, and evaluation. Comparative analysis indicated that the projects had certain similiarities (a desire to improve communication between citizens and policy leaders, gain information about the interrelationships of domestic and international affairs, and mobilize constituency leaders

for grass roots educational activities) and certain differences (some focused on educational activities, some on community affairs, and some used local workshops extensively whereas others relied on national and international travel study experiences). The conclusion is that educators will develop more effective world affairs programs if they investigate evaluative material regarding strengths and weaknesses of existing programs. (DB)

ED 186 325 SO 012 562

*Monahan, Robert L. And Others*

**Study Canada: An Overview.**

Western Washington Univ., Bellingham. Center for Canadian and Canadian/American Studies.

Spons Agency-Department of External Affairs, Ottawa (Ontario).

Pub Date-79

Note-73p.

Available from-Center for Canadian and Canadian/American Studies, Western Washington University, Bellingham, WA 98225 (single copies free)

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Area Studies, Comparative Analysis, Cultural Background, Foreign Countries, Governmental Structure, Human Geography, Learning Activities, North American History, Physical Divisions (Geographic), Physical Geography, Political Divisions (Geographic), Secondary Education, *Social Studies, Units of Study

Identifiers-*Canada

The document presents the first of five units on Canada developed for classroom use in American secondary schools. This unit, an overview of Canada, offers a sequence of information sheets for students and class activity suggestions for teachers which use a comparative approach stressing an understanding of Canada from the viewpoints of both Canadians and Americans. The objective is to help students acquire general knowledge and an understanding of Canada and Canadians and to compare the Canadian experience and situation with that of the United States. Time allotment is one to three weeks. Topics covered are the physical regions, political regions, history, culture, and government of Canada. Activity suggestions, one for each topic, include brainstorming, debating, writing paragraphs, mapping, graphing, discussing, making a time line, and listing and comparing. Each activity lists objectives and materials needed, outlines teaching procedure, and offers teacher background information. Reproducible handout sheets are included. Appendices offer an activity about varying points of view of Canada, a Canadian word puzzle, and 23 multiple-choice test questions with an answer key. (CK)

ED 186 343 SO 012 596

*Sanders, Beverly*

**Women in American History: A Series. Book Four, Women in the Progressive Era 1890-1920.**

American Federation of Teachers, Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-79

Note-95p.; For related documents, see SO 012 593-595.

Available from-Education Development Center, 55 Chapel Street, Newton, MA 02160 ($2.00 plus $1.30 shipping charge)

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Artists, Authors, *Civil Rights, *Females, Feminism, Industrialization, Learning Activities, Organizations (Groups), Secondary Education, Sex Discrimination, *Sex Role, *Social Action, Social Studies, Unions, *United States History, Voting Rights, *Womens Studies

The document, one in a series of four on women in American history, discusses the role of women in the Progressive Era (1890-1920). Designed to supplement high school U.S. history textbooks, the book is comprised of five chapters. Chapter I describes reformers and radicals including Jane Addams and Lillian Wald who began the settlement house movement; Florence Kelley, who fought for labor legislation; and Emma Goldman and Kate Richards O'Hare who became political prisoners for speaking against World War I. Chapter III focuses on women in factory work and the labor movement. Excerpts from diaries reflect the working conditions in factories which led to women's involvement in the AFL and the formation of the National Women's Trade Union League. Mother Jones, the Industrial Workers of the World, and the Bread and Roses'' strike (1912) of 25,000 textile workers in Massachusetts are also described. Chapters III and IV trace how women got the vote through the decades of struggle and argument, the slowing down of the suffrage movement, its revival by a younger generation, the militants and Alice Paul, and the work of Carrie Chapman Catt in ratifying the 19th Amendment. Chapter V is concerned

with women in arts and letters during the Industrial Age: Charlotte Perkins Gilman, Ida Tarbell, Sarah Orne Jewett, Mary Wilkins, Mary Wilkins Freeman, Kate Chopin, Edith Wharton, and Willa Cather. Women painters, photographers, composers, and dancers are also noted. (KC)

ED 186 366 SP 015 671

*Johnson, Willis N.*

**Planning Mathematics Education As a Directive and Responsive Delivery System: A Component of Teacher Training/Education at Murray State University, Murray, Kentucky.**

Murray State Univ., Ky.

Pub Date-Aug 78

Note-34p.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Course Content, Degrees (Academic), Elementary Education, *Graduate Study, Higher Education, *Mathematics Instruction, *Teacher Education, *Undergraduate Study

A description is presented of undergraduate and graduate programs established at Murray State University (Kentucky) to train teachers for teaching mathematics in elementary school. Courses emphasize methods and techniques used in teaching elementary pupils and developing understanding of the basic laws and principles of mathematics. Each program description includes discussion of the objectives of prospective teachers, the program population, procedures, self assessment worksheets, and recommendations for suppplementary reading and study. A checklist of assignments for the courses is provided. (JD)

ED 185 927 HE 012 634

*Brodzinski, Frederick R.*

**Old Myths and New Realities: Restructuring Student Services for Adult Learners.**

Pub Date-6 Mar 80
Note-9p.; Paper presented at the Annual Meeting of the American Association for Higher Education (Washington, DC, March 6, 1980)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Adult Students, *College Environment, *College Students, Demography, Educational Environment, *Enrollment Trends, Higher Education, Nontraditional Students, School Orientation, *Student College Relationship, *Student Needs, Student Personnel Services, Student Welfare

Trends in the enrollment of adult students in higher education are examined, and some inappropriate policies and procedures presently in effect at colleges and universities that are obstacles to adult learners are discussed. The demographic picture of the adult student population is presented as are projections for the general population and potential student market. Increases in the adult population are charted, and a graph of the age distribution until the year 2000 is included. Ways in which the student services/student affairs area may adapt its policies, programs, and procedures to better serve adult learners and to avoid creating obstacles to continued adult student enrollment are considered. (SW)

*Thomsen, Paulli*

**A State of the Art of Braille: The Identification of Possible Formats of Braille Production That Will Counteract Rising Costs.**

Pub Date-Aug 79

Note-16p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). Best copy available, bibliography removed prior to filming due to poor type quality.

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Automation, *Braille, Computer Science, Magnetic Tape Cassettes, *Production Techniques

This paper identifies and describes four braille production systems that are currently in use: (1) manual the printed material is transcribed onto braille, proof-read, corrected, and printed; (2) semi-automated computers or microprocessors transcribe and/or translate the text from ink-print to braille but depend on a manual entry of the text to an applicable medium; (3) automated compositor tapes are used as input to a computer for translation into braille; and (4) electromagnetic cassette braille-reading machines. The emphasis is placed on the present and future production of braille, but references are also made to the production of large print and synthetic speech, and the need for international formats and standards is discussed. (JD)

*Matthews, Carolyn H.*

**A Metric Education Program for Elementary Students.**

Pub Date-8 Apr 79
Note-224p.; An Individual Practicum Report submitted in partial fulfillment of the requirements of the National Ed.D. Program for Educational Leaders, Nova University. Contains occasional broken type.
Pub Type- Dissertations/Theses - Practicum Papers (043) - Guides - Classroom - Learner (051) - Reports - Descriptive (141)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-Achievement, Educational Games, Elementary Education, *Elementary School Mathematics, *Inservice Teacher Education, Mastery Tests, *Measurement, *Metric System, Objectives, Pretests Posttests, Research, *Resource Materials, Resource Units

Metric instructional units, including objectives, pretests, posttests, and resource materials, were developed for grades 1 through 5. Metric objectives and a metric test were developed for teachers. Books, charts, games, and kits used as resources in the units were evaluated according to SI guidelines. Five teachers, one from each grade level, attended an in-service program in preparation for teaching the instructional units in their classrooms. Instruction was given to 120 students. An analysis of the test data revealed that at least 60% of the teachers mastered 42% of the objectives. At least 75% of the students mastered 43% of the objectives in grade 1, 89% in grade 2, 77% in grade 3, 45% in grade 4 and 50% in grade 5. (Author/MK)

ED 186 266 SE 030 659

*Sudweeks, Richard R. And Others*

**Development of the Syracuse Mathematics Anxiety Scale.**

Pub Date-Apr 80
Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Attitude Measures, *Educational Research, Higher Education, *Mathematics Anxiety, *Mathematics Education, Research, Secondary Education, *Student Attitudes, *Test Construction, Test Reliability

A chronology of the development of a mathematics anxiety scale is given. Included are a model describing six facets of mathematics anxiety and the eighteen items used on the anxiety scale. Stability and internal consistency measures are reported, and the scale is correlated with measures of mathematical confidence and general anxiety towards school. (Author/MK)

ED 185 831 FL 011 294

*Gathercole, V. C. Mueller*

**The Acquisition of More and Less: A Critical Review Kansas Working Papers in Linguistics, Vol. 4, No. 2.**

Kansas Univ., Lawrence. Dept. of Linguistics.

Pub Date-79

Note-31p.

Pub Type- Reports - Research (143) - Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Abstract Reasoning, *Child Language, Comparative Analysis, *Concept Formation, *Developmental Stages, *Discrimination Learning, Fundamental Concepts, *Language Acquisition, Language Research

Recent literature on the acquisition of more'' and less'' is reviewed with special emphasis on some key issues. The overriding goal of studies in this area has been the discovery of the developmental sequence that the child follows in acquiring more'' and less,'' and, more generally, all comparative structures. The earliest empirical studies on this area provided some initial evidence that less'' means more'' for young children. On the basis of these empirical findings, the investigators, along with others, concluded that less'' and more'' are synonyms for children at some immature point in their development. However, contradictory empirical evidence indicated that at least some groups of children do not treat less'' and more'' as synonyms. Because of the discrepancies found between some of the studies in children's responses to less,'' investigators became more aware of the possibility that the type of task required of the child may influence the accuracy and type of responses. It is suggested that less'' is never synonymous with more'' for a child. There ls some evidence that the non-linguistic response bias of choosing the greater of two amounts coincides with not knowing less.'' Virtually all the studies conclude that children learn more'' before less.'' It is concluded that the acquisition of an adult-like understanding of more'' appears to take years of development. (SW)

ED 185 852 FL 011 343

**Persian Basic Course: Volume IV, Lessons 39-52.**

Defense Language Inst., Monterey, Calif.

Report NO.-PF0011S

Pub Date-Mar 65

Note-164p.; For related documents, see FL 011 338-350.

Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($2.80, accompanying cassettes $9.60)

Language-English; Persian

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors-*Audiolingual Methods, Communicative Competence (Languages), *Dialogs (Language), *Grammar, Instructional Materials, *Intensive Language Courses, Language Usage, Listening Comprehension, Pattern Drills (Language), *Persian, Reading Comprehension, *Second Language Instruction, Standard Spoken Usage, Vocabulary Development, Writing Skills

The fourth of 10 volumes of a basic course in Persian is presented that is designed for use in the Defense Language Institute's intensive programs for native English speakers. The central feature of the daily lesson is the structured dialogue, which systematically incorporates a number of grammatical features. Grammar is not explained through conventional explanations or discussions. After students perceive the morphological changes through intensive oral usage and class drill, they gain additional practice by after-class reading. The following sequence of text material is followed: (1) grammar perception drills using the familiar and known vocabulary to introduce the new morphological patterns; (2) daily dialogue involving new morphological patterns and new vocabulary; (3) dialogue translation into English; (4) grammar analysis, which exemplifies the structural patterns in a very simple language; (5) grammar drills; (6) a Persian narrative and questions; (7) oral and written homework; and (8) vocabulary lists. Tapes accompany the text. (SW)

ED 185 891 HE 012 511

*Kahn, Norma B.*

**More Learning in Less Time: A Guide to Effective Study for University Students.**

Pub Date-79

Note-70p.

Available from-Hayden Book Company, Inc., Rochelle Park, NJ ($3.50, paper)

Pub Type- Guides - Classroom - Learner (051) - Books (010)

**Document Not Available from EDRS.**

Descriptors-Check Lists, *College Students, Higher Education, Listening Skills, Memorization, Reading Comprehension, Reading Habits, *Reading Improvement, Research Reports, *Self Evaluation (Individuals), *Student Research, *Study Skills, Test Wiseness, Vocabulary Development

Identifiers-*Note Taking

A revision of Effective and Efficient Study,'' a guide to effective study for university students, is presented. Topics include: self-evaluation using a checklist of factors involved in college reading and study problems; self-evaluation regarding test anxiety; organizing work and budgeting time; remembering effectively; improving listening and note taking from listening; saving time in taking notes from reading by delayed note taking; reading rapidly for key ideas only; reading expository material for study purposes; mastering textbook material; reading fiction or poetry for full effect and meaning; speed reading; adapting to reading and note taking in an unfamiliar genre or discipline; taking notes from textbooks or articles in the biological or physical sciences, history books or articles, material in folklore, psychology, and sociology, poetry in a first course in literature, and legal cases in a first course in law; questioning to encourage critical and creative reading of any expository (factual or theoretical) material; minding metaphors; preparing a research report; developing a habit of strengthening vocabulary; preparing for examinations; taking examinations; and improving concentration, motivation, and will power. A bibliography is included. (SW)

**Fulbright Awards Abroad, 1981-82. University Teaching, Advanced Research.**

Council for International Exchange of Scholars, Washington, D.C.
Pub Date- 80
Note-57p.
Available from-Council for International Exchange of Scholars, Eleven Dupont Circle, Suite 300, Washington, DC 20036
Pub Type- Reference Materials - Directories/Catalogs (132)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Area Studies, *College Faculty, Eligibility, *Faculty Fellowships, Federal Programs, Foreign Countries, Higher Education, Intellectual Disciplines, *International Educational Exchange, *Researchers, Research Projects, *Study Abroad, Teaching (Occupation)
Identifiers-*Fulbright Exchange Program

Fulbright awards for study abroad for 1981-82 are listed by country and program area, and information is provided on eligibility requirements, application procedure, terms of award, and factors affecting selection for American scholars. Most of the awards listed are for more or less specific fields or disciplines, but some teaching and research awards are available with little or no restriction as to field. Area programs include Sub-Saharan Africa, American Republics, and Near East/South Asia. Non-Fulbright Programs include Indo-U.S. Subcommission research fellowship, NATO research fellowships, and Spain Treaty research fellowships for Spain. An index by discipline area is included. (SW)

ED 185 967 IR 008 276

*Palmour, Vernon E. And Others*

**Information Needs of Californians. Technical Report, Introductory Materials for the Summary Report and the Summary Report.**

King Research, Inc., Rockville, Md.
Spons Agency-California State Library, Sacramento.
Pub Date-Mar 79
Note-299p.; For related document, see ED 172 824.
Language-English; Spanish
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC12 Plus Postage.**
Descriptors-Data Collection, Guides, *Information Dissemination, *Information Needs, *Information Seeking, Information Services, Information Sources, Information Systems, Questionnaires, State Surveys

Identifiers-*California

Intended to identify the perceived information needs of the residents of California and to determine if and how those are being met, this study conducted a survey of state residents. The report is divided into sections which detail the need for the study, previous research, implications for data collection procedures, technical aspects of the survey process, preliminary frequency distributions, and major findings. Introductory materials for the summary report are included, as are the summary report, an interviewer's manual, and sample questionnaires in both English and Spanish. Appendices provide references, instructions for cluster cards and call record sheets, the California Codebook Project, and a statistical breakdown of survey responses. (FM)

ED 186 074 JC 800 259

*McCormick, Anne*

**The Extent to Which Relaxation Techniques Are Taught at Community Colleges in California.**

Pub Date-Mar 79
Note-29p.; Ed. D. Practicum, Nova University
Pub Type- Reports - Research (143) - Dissertations/Theses - Practicum Papers (043) - Information Analyses (070)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Academic Deans, College Credits, *College Curriculum, *Community Colleges, *Courses, Curriculum Research, Hypnosis, Legal Problems, Literature Reviews, *Relaxation Training, Religious Factors, Scheduling, State Surveys, *Test Anxiety, Two Year Colleges
Identifiers-*California, Centering, Meditation, Transcendental Meditation, Yoga

As part of a study of the role of relaxation training in the reduction of student test anxiety, a survey of the deans of instruction at 102 California community colleges was conducted to determine the extent to which the colleges were teaching Centering, Meditation, Transcendental Meditation, Hypnotism, Yoga, and Relaxation. For each of these subjects, the survey instrument solicited information on the course name, the percentage of course content actually devoted to the subject matter, the number of credits offered, and the time of day the course was scheduled. Major findings, based upon responses from 72 deans, revealed that 54% of the responding colleges offered courses in one or more of the subjects being considered. The most frequently offered course was Yoga (offered by 37 colleges), followed by Relaxation (23 colleges), Meditation (19 colleges), Hypnosis (5 colleges), Transcendental Meditation (5 colleges), and Centering (4 colleges). Instructors used these techniques to reduce test anxiety at 19 colleges. In addition to a discussion of the survey results, the report provides: (1) a review of the literature dealing with relaxation training in the school setting, (2) comments from selected respondents, and (3) an examination of the legal problems encountered by public institutions because of the religious orientation of Transcendental Meditation and Yoga. A bibliography is included. (JP)

ED 186 115 PS 011 394

*Benninga, Jacques S. And Others*

**Selected Attitudes of Teachers and Student Perceptions of Instruction at the Primary Level.**

Pub Date-Jan 80
Note-22p.; Paper presented at the International Congress on Early Childhood Education (Tel Aviv, Israel, January 6-10, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Age Differences, Attitude Measures, Elementary Education, *Elementary School Students, *Elementary School Teachers, *Instruction, Responsibility, Self Concept, Sex Differences, *Student Attitudes, *Student Evaluation of Teacher Performance, *Teacher Attitudes, Teacher Evaluation, Teaching (Occupation)
Identifiers-*Student Perceptions of Teacher

This study examines the relationship between several teacher attitudes and students' perceptions of the teaching milieu. To assess these relationships, measures of teachers' attitudes, teachers' perceptions of their own teaching and children's evaluations of the instruction were used. Five instruments were used to measure the attitudes of 42 first, second and third grades teachers: The F-Scale (anti-democratic tendencies), the Attitudes Towards the Freedom of Children Scale, the Teaching Self-Concept Scale, the Affect Towards Teaching Scale, and the Perception of Causation Scale (locus of control). The students sample included 378 first graders, 405 second graders, and 365 third graders. Each student was administered the Student Evaluation of Teaching II (Set II). Full results were obtained from 23 of the 42 teachers. Analysis of these results show the following: (1) teachers' perceptions of causation, their affect towards teaching, their attitude towards the freedom of children and their anti-democratic tendencies (F-Scale scores) were all in a direction consistent with expected scores. That is, the more responsibility teachers assume for the learning of their students, the more they like teaching, the more freedom they feel children should have and the more democratic their values tend to be. (2) All of the above measures were found to be inversely related to the self-concept measure. That is, the more confident teachers (high teaching self-concept) felt less responsibility, liked teaching less, felt more restrictive in regard to children's freedom and tended to be more authoritarian. (3) The grade level at which a teacher teaches (within this narrow range) had little effect upon student's ratings of the teacher. In regard to years of teaching experience, again there is little difference between the groups. (4) Male students consistently rated their teachers more positively than did the female students. (Author/MP)

ED 186 193 RC 012 026

*Barrie, Don And Others*

**The Ketchikan Mural.**

Ketchikan Indian Corp., Alaska.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-79

Note-38p.; Part of the Southeast Alaska Native Materials Development project. For related documents, see RC 012 020-025 and RC 012 027-030.

Available from-Ketchikan Indian Corporation, P.O. Box 6855, Ketchikan, AK 99901 ($3.00)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Alaska Natives, *American Indian Culture, American Indian Education, *American Indian Literature, American Indians, *American Indian Studies, Art Activities, *Art Expression, Cultural Activities, Elementary Secondary Education, Illustrations, Instructional Materials, Learning Activities, Legends, *Mythology, *Painting (Visual Arts), Tribes, Youth Employment

Identifiers-Comprehensive Employment and Training Act, Ethnic Heritage Studies Program, Ketchikan Community College AK, *Murals

The Ketchikan Mural Project was a community supported program funded in part through CETA, Title III, Summer Program for Economically Disadvantaged Youth. The 120' by 70' mural, located on the Ketchikan Community College campus, is called Return of the Eagle'' or Return of Supernatural Powers.'' It was executed by muralist Don Barrie with the help of 25 CETA co-workers selected on the basis of financial need and artistic ability. The mural is composed of 6 panels designed and painted by Mr. Barrie and 21 shields designed and painted by the co-workers. The 8-week project was begun in June 1978 with mural assistants to represent legends or events significant in Haida culture. They spent the remaining six weeks preparing the mural wall and executing their shields and cartouches. Designed and compiled for classroom use, this booklet contains photographs of the 21 shields designed by the CETA apprentices. Each photograph is accompanied by the designer's narrative account of the events depicted in the shield and by a brief biographical statement including the designer's name, age, interests, and vocational goals. Related learning activities for students are listed under the headings of writing and reading, art, and drama. (JH)

ED 186 213 SE 030 376

*Anderson, R. D. And Others*

**Matematicas Para El Primer Ciclo Secundario, Volumen I (Parte 1). Traduccion Preliminar de la Edicion Inglesa Revisada. (Mathematics for Junior High School, Volume I, Part 1, Preliminary Translation of the Revised English Edition).**

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-62

Note-351p.; For related documents in Spanish, see SE 030 377-379. Not available in hard copy due to marginal legibility of original document.

Language-Spanish

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Arithmetic, Bilingual Education, *Geometry, *Instructional Materials, Mathematics Curriculum, Mathematics Education, Mathematics Instruction, Numbers, Secondary Education, *Secondary School Mathematics, *Textbooks

Identifiers-*School Mathematics Study Group

This is part one of a two-part SMSG mathematics text for junior high school students. Key ideas emphasized are structure of arithmetic from an algebraic viewpoint, the real number system, and metric and non-metric relations in geometry. Topics included are numbers; cardinal numbers; geometry of lines, points, and planes; geometry of angles, triangles, and other forms; factors and prime numbers; real numbers; area; volume; and rectangles. (RH)

ED 186 289 SO 011 813

*Erickson, Robert Lowrie, Jane*

**Indiana in the World.**

Indiana State Dept. of Public Instruction, Indianapolis.; Indiana Univ., Bloomington.

Pub Date-Dec 78
Note-88p.; Several pages may not reproduce clearly in paper copy due to fading ink, small print, and photographs.
Available from-Indiana Department of Public Instruction, Division of Curriculum, Room 229, State House, Indianapolis, IN 46204 (single copies, free)
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Directories/Catalogs (132)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Class Activities, Community Organizations, *Community Study, Cultural Background, Ethnic Origins, *Global Approach, *Local History, Newspapers, Peligious Organizations, Resource Materials, Secondary Education, *State History, Teaching Guides
Identifiers-*Indiana

This handbook for secondary teachers contains activities, exercises, and strategies designed to make more obvious and concrete the opportunities local communities and states provide for students to learn about and to participate in global affairs. A major objective is to help high school students develop the competencies needed to identify and to assess the significance of the contacts and connections between life in their states and hometowns and life in cities and villages around the world. Each of the 33 activities included in the handbook is self-contained with objectives, materials needed, and suggested procedures for classroom use. Many different kinds of activities are included. For example, in one activity students use a questionnaire to survey local civic, service, or religious organizations to determine ways they are linked to the world. Students organize the data from the questionnaires into charts and tables which they then analyze. In the Take a Trip Abroad'' activity students fill out a passport application, make plans for an imaginary trip, keep a record of their trip, and analyze passport information for their state. Other activities help students assess the impact of foreign students, recent immigrants, and ethnic restaurants on Indiana and its communities. In addition, ethnic ties and language influences are examined. Although the handbook was written for Indiana teachers, teachers from other states can easily use or adapt the activities. (Author/RM)

# ED 186 393 SP 015 928

*Freiberg, H. Jerome, Ed. Olivares, Ruben Dario, Ed.*
**Dimensions of Inservice Education. The Texas Teacher Corps Experience.**
Trinity Univ., San Antonio, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Jun 78
Grant-G007603590
Note-192p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC08 Plus Postage.**
Descriptors-Competency Based Teacher Education, Educational Innovation, Governance, *Inservice Teacher Education, Instructional Improvement, Multicultural Education, Networks, Preservice Teacher Education, *Program Development, *Program Implementation, *Staff Development, *Teacher Centers, Teacher Educators
Identifiers-*Teacher Corps, Texas

This collection of articles offers viewpoints on issues, concerns, and processes related to the teacher education activities of Teacher Corps Projects in the state of Texas. The first section sets forth a definition for inservice eduction, a perspective of its past, present, and future, and the impact of innovations on teacher and teacher educator inservice programs. The second section explores the theoretical issues for program development as it relates to competency based education, inservice education, and Teacher Corps. The third section deals with the experiences of specific Teacher Corps projects in Texas. The fourth section focuses on multicultural education, learning centers as alternatives for inservice education, and a proposal for a fine arts component in Teacher Corps. (Editors/JD)

ED 185 990 IR 008 320

*Vanwijngaerden, Frans*

**Exchange of Publications with Developing Countries.**

Pub Date-Aug 79
Note-19p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). For related document, see IR 008 328.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Developed Nations, *Developing Nations, *International Educational Exchange, *Library Acquisition, Library Cooperation, Library Services, Problems, *Publications

This paper encourages the exchange of publications between industrialized and developing countries, and discusses the following topics: financial concerns contributing to the importance of exchange, problems arising in the course of exchange efforts, misconceptions about developing countries, an international code of ethics, the conventions concerning the international exchange of publications adopted by UNESCO in 1958, the need for a national publications exchange center, a handbook and letters developed by IFLA to assist in the international exchange of publications, improving exchanges through international cultural relations, and problems facing libraries in developing countries. These problems include a serious lack of trained personnel, general communications facilities, external currency, and indigenous book trade infrastructure. (CMV)

ED 186 138 PS 011 435

**Child Development Associate. Musicology.**

Eastern Oklahoma State Coll., Wilburton.; Oklahoma Child Development Associate Policy Advisory Council, Midwest City.; Oscar Rose Junior Coll., Midwest City, Okla.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.

Pub Date- 76
Grant-DHEW-OCD-6-C-15
Note-63p.; For related documents, see PS 011 430-434 and PS 011 436-447.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Reference Materials (130)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Child Caregivers, *Competency Based Teacher Education, Day Care, Early Childhood Education, Learning Activities, *Music Activities, *Music Education, Postsecondary Education, Preschool Children, *Preschool Teachers, Resource Units, *Training
Identifiers-*CDA, Child Development Associate

One of a series of 18, this Child Development Associate (CDA) training module provides a guide to promoting acute hearing and sound discrimination in young children through both group and self-selected music activities. Upon completion of this module the trainee is expected to be able to provide daily music experiences; emphasize enjoyment of and participation in music activities; provide a music center; plan, execute, and evaluate at least five learning experiences in music; execute and evaluate a minimum of five incidental learning experiences; utilize music to guide children's behavior and to adjust the noise level of a classroom; utilize music as a resource for teaching skills and concepts in other areas; and provide music activities to develop children's auditory and motor skills. Early sections of the module define terms and suggest a procedure by which trainees can evaluate their strengths and weaknesses. Subsequent chapters focus on the function of music for the preschool, teaching music in the preschool, and activity development. The module also provides 14 learning activities, ranging from resource unit development to stories for music. Supplemental books and pamphlets are listed. (RH)

ED 186 157 RC 011 607

*Fowler, Gary L. Rappaport, Jeff*

**A Report to Congress on Migration Submitted by the Appalachian Regional Commission.**

Appalachian Regional Commission, Washington, D.C.
Pub Date-Mar 79
Note-164p.
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-Demography, Income, Migrant Employment, *Migrants, *Migration Patterns, Mobility, *Program Effectiveness, Program Evaluation, Racial Differences, Relocation, Rural Urban Differences, Sex Differences, *Social Services, *Socioeconomic Status
Identifiers-*Appalachia, *Appalachian Regional Commission DC

Congressional mandate in 1975 directed that the Appalachian Regional Commission conduct a study on (1) the status of Appalachian migrants living in the destinations to which they had moved; (2) current migration patterns and implications; and (3) past and potential impact of Commission programs on outmigration and welfare of Appalachian migrants. The study utilized data from the Social Security Administration's continuous work history sample for 1965-70 and 1970-75. A dramatic reversal of migration occurred in the periods examined: between 1965-70 the Appalachian Region had a net loss from migration of 400,000 people; between 1970-75 the region had a net growth of 810,000 people with 300,000 migrating into the area. Outmigration dropped from 1.6 million in 1965-70 to 1.4 million in 1970-75. Apparently economic gains within the region during the second time period made outmigration less desirable. For both periods males had the highest inmigration and outmigration ratios. Outmigration seemed to produce favorable results, for most of the migrants made significant income and status gains relative to those who remained in Appalachia, with earnings in the destination regions rising rather quickly to the average of the new area. Evidence indicated that Appalachian migrants have received the health, education, and other services that enable them to compete successfully in their new settings. (DS)

*Massey, Sara Crosby, Jeanie*
**A School's Handbook for Planning a Professional Development System.**
New England Program in Teacher Education, Durham, N.H.
Pub Date-77
Note-40p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Decision Making, Goal Orientation, Group Activities, *Inservice Teacher Education, Policy Formation, *Professional Development, *Program Development, *Program Implementation, Resource Allocation, *Staff Development
Identifiers-*Teacher Corps

A step-by-step program for developing a staff improvement program within a school is offered. Discussions concerning participant identification, task setting, decision making, policy formation, goal decisions, and evaluation are presented, and record-keeping instruments for similar inservice programs are suggested. (JD)

ED 185 928 HE 012 636

*Foster, Patricia Joan*

**Verbal Participation and Outcomes in Medical Education: A Study of Third Year Clinical Discussion Groups.**

Pub Date-Apr 80
Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Academic Ability, Academic Aptitude, Achievement Need, Clinical Experience, *Cognitive Ability, Critical Thinking, *Discussion Groups, Educational Research, Higher Education, *Interaction Process Analysis, Medical School Faculty, *Medical Students, *Outcomes of Education, Predictor Variables, *Questioning Techniques, Student Teacher Relationship

A study of third-year medical school discussion groups was undertaken to determine how much the cognitive level of instructors' questions in small group sessions influenced student responses and whether these responses had any measureable relationship to critical thinking skills, or National Board of Medical Examiner (NBME) scores. The research model was based on concepts of process-outcomes designs, and the emphasis was to relate the verbal participation of the individual student to certain outcomes thought to be important to students in clinical training. The study sample consisted of 110 third-year medical students and 22 medical faculty. Students were assessed using the Medical College Admission Test, NBME preclinical performance appraisal, the Watson Glaser Critical Thinking Appraisal Test A, and three scales of the California Personality Inventory. The observational tool for the process measures was a modified version of the Flanders System of Interaction Analysis. Both teacher questions and student discussion incorporated the congitive levels of Bloom's taxonomy. Two major study findings were: (1) the cognitive level of the teacher's questions was significantly correlated with the cognitive level of the individual student's response, particularly at the higher cognitive levels of analysis (synthesis and evaluation); and (2) the student's entry characteristics had a far larger effect on outcome measures than did the process of talk variables in the small discussion groups. (SW)

ED 186 014 IR 008 373

*Smith, Jane Bandy*

**Library Skills for Middle Grades.**

Note-48p.

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Class Activities, Elementary Education, Instructional Materials, *Intermediate Grades, *Library Instruction, *Library Skills, Teaching Guides

This guide for teachers of library skills provides classroom activities for students in the middle grades of elementary school. The activities can be used to instruct students in the following: (1) use of alphabetical order, (2) location of materials in the school or public library, (3) familiarity with Dewey Decimal classifications, (4) use of catalog cards, (5) organizational systems, (6) library vocabulary, (7) familiarity with call numbers, (8) library resources, (9) locating books, (10) parts of a book, (11) familiarity with and the use of indexes, (12) differences between indexes, (13) use of the table of contents, (14) use of bibliographies, (15) use of multiple references, (16) use of an almanac, (17) use of current information sources, (18) awareness of authors, and (19) use of multiple resources. (FM)

ED 186 056 JC 800 138

*Losak, John And Others*

**Background Information concerning Miami-Dade Community College.**

Miami-Dade Community Coll., Fla.

Pub Date-Sep 79

Note-76p.; Pages 3-11, 42-45 were deleted due to irreproducibility

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Academic Standards, Administrative Change, Affirmative Action, College Role, *Community Colleges, Computer Assisted Instruction, Educational Counseling, Educational Media, Educational Testing, *Enrollment Trends, Honors Curriculum, *Institutional Characteristics, *Instructional Innovation, Multicampus Colleges, Program Descriptions, *Student Characteristics, *Student Personnel Services, Student Placement, Two Year Colleges, Two Year College Students

Seven essays are presented that deal with the students, instruction, and administration of Miami-Dade Community College (MDCC). First, John Losak considers the M-DCC student population since 1969, providing data on ethnicity, age of students, male/female enrollments, foreign student enrollments, program diversity, skill level of enrolling students, and full-/part-time enrollments. Robert H. McCabe describes the restructuring of programs and policies and the student flow model developed at M-DCC to meet the challenge of increasing student diversity, declining enrollments and financial and public support, and changing federal goals. J. Terence Kelly and Richard Schinoff examine M-DCC policies concerning the academic diagnosis and placement of entering students, discuss various approaches to student advisement, and describe the academic alert program which is used to periodically inform students about their performance in relation to M-DCC's standards of academic progress. Piedad F. Robertson outlines the components of the Emphasis on Excellence Program for outstanding students. Kamala Anandam describes the Response System with Variable Prescription (RSVP) program used at M-DCC to provide computer-based instruction. In the final two essays, Harold Andrews explores the use of instructional media at M-DCC, and Hattie Daniels assesses the college's commitment to affirmative action in admissions and hiring. (JP)

ED 186 241 SE 030 583

*Weis, William J., III And Others*

**Directory of Academic Programs in Occupational Safety and Health.**

National Inst. for Occupational Safety and Health (DHEW/PHS), Cincinnati, Ohio. Div. of Training and Manpower Development.

Report NO.-DHEW-NIOSH-Pub-79-126

Pub Date-Jan 79

Note-131p.

Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-Career Education, College Science, *Health Occupations, Higher Education, Hygiene, *Industrial Education, Program Guides, *Safety Education, Science Education, *Technical Occupations, Technological Advancement, Universities

Identifiers-*Occupational Safety and Health

This booklet describes academic program offerings in American colleges and universities in the area of occupational safety and health. Programs are divided into five major categories, corresponding to each of the core disciplines: (1) occupational safety and health/industrial hygiene, (2) occupational safety, (3) industrial hygiene, (4) occupational health nursing, and (5) occupational medicine. Within each category, the various program descriptions are arranged alphabetically by the name of the institution offering the programs. Indexes provide information regarding geographical distribution of programs by states, financial support through the NIOSH grant program, and all programs offered by the 12 Educational Resource Centers. (CS)

ED 186 267 SE 030 707

*Good, Ron*

**A Workshop on Explained Variance: Its Importance and Techniques for Calculation.**

Pub Date-Apr 80
Note-16p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Analysis of Variance, Error of Measurement, *Research, Research Design, Research Problems, Research Utilization, *Science Education, *Statistical Analysis, *Statistical Significance

Knowledge of the magnitude of effect(s) of an experimental study in science education should be of utmost concern to researchers in the field, but is often not reported. This document describes the concept of explained variance'' in analysis of variance designs and then explains how it can be calculated and reported. Reporting the magnitude of effect(s) of an experimental study in science education allows one to assess the practical significance of the research. Three indices for estimating magnitude of effect(s) are eta-squared, epsilon-squared, and omega-squared. In this document, the last index is used in some detail to illustrate techniques for calculating its value in various designs in science education research. (Author/MK)

ED 185 873 HE 012 087

*Rubin, Allen*

**Community Mental Health in the Social Work Curriculum.**

Council on Social Work Education, New York, N.Y.

Pub Date-79

Note-91p.

Available from-Council on Social Work Education, 345 E. 46th St., New York, NY 10017

Pub Type- Reports - Descriptive (141) - Reference Materials - Bibliographies (131)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-College Curriculum, *Community Health Services, Curriculum Design, *Curriculum Evaluation, *Field Experience Programs, Graduate Study, Higher Education, *Mental Health, Practicums, Professional Education, Program Descriptions, *Social Work

Community mental health curriculum in schools of social work education is discussed. The contents are compiled from a series of empirical studies, interviews, and meetings with social work faculty and students, and from analyses of curriculum materials as part of a three-year study conducted by the Council on Social Work Education. Chapter 1 discusses the domain of the community mental health field, including the community mental health centers and center programs, the 1975 amendments, and implications for social work education. In Chapter 2 the curriculum study and its findings are summarized. Issues examined include: mental health concepts in the social work curriculum, teaching-learning patterns, class-field experiences, and alternative curriculum models and innovations. Specific curriculum innovations implemented at the following schools of social work are discussed in Chapter 3: University of Chicago, Simmons College, New York University, West Virginia University, University of Kentucky, Florida State University, and the University of Michigan. Recommendations for future directions of social work education are included. It is suggested that there is a need to delineate the boundaries between community mental health curriculum and the rest of the social work curriculum. It is also recommended that guidelines be developed regarding the selection of field practicum settings available to social work students. An extensive bibliography is provided, along with names of the members of the Advisory Committee to the Community Mental Health Curriculum Project and participating schools and faculty liaisons. (SF)

ED 185 910 HE 012 576

*Dunseth, William B.*

**An Introduction to Annuity, Life Income, and Bequest Programs.**

Council for Advancement and Support of Education, Washington, D.C.
Pub Date-78
Note-30p.
Available from-Publisher Services, Inc., 621 Duke Street, Alexandria, VA 22314 ($7.00, $4.00 each for 10 or more)
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Endowment Funds, Ethics, *Fund Raising, *Higher Education, *Income, Legal Responsibility, Marketing, Nonprofit Organizations, *Private Financial Support, Program Design, Program Evaluation, Real Estate, School Business Officials, Staff Role, Standards, Taxes, *Trusts (Financial)
Identifiers-Annuities, Bequests, Donors, *Planned Giving

Deferred giving in higher education is the practice of making a gift to an institution during one's lifetime while continuing to receive income from that donated asset. The history of the practice and the reasons for its value to donors and institutions are outlined. Options for annuity and life income plans are discussed: gift annuity, deferred gift annuity, pooled fund life income plan, and charitable remainder trusts (unitrust, net income unitrust, annuity trust, and term certain annuity trust). The various tax advantages and considerations are described: the charitable deduction, capital gains tax, gift tax liability, and estate tax. The possible forms of gifts listed are: cash, stocks or bonds, tax exempt bonds, tangible personal property, and real estate. Highlighted are the institutional requirements for starting a deferred giving program: consideration for each type of plan, the importance of staff, institutional commitment, written policies, and authority and responsibility resting with the board of trustees. Suggestions are given for marketing the annuity and life income program. The preliminary considerations are felt to be the quality of the institution's product, maintenance of high ethical standards, and frankness with prospective donors. The processes of finding the donor prospect, cultivation, closing, and acknowledgement and followup are discussed. The role of the business office, bequests, and program evaluation are briefly addressed. (MSE)

*Ohles, John F., Ed.*

**Biographical Dictionary of American Educators. Volumes I, II, and III.**

Pub Date-78

Note-1,666p.

Available from-Greenwood Press, Inc., 51 Riverside Avenue, Westport, CT 06880 ($95.00)

Pub Type- Reference Materials - Vocabularies/Classifications (134) - Historical Materials (060) - Books (010)

**Document Not Available from EDRS.**

Descriptors-*Administrators, Annotated Bibliographies, *Education, Educational Background, *Educational History, Educational Theories, Foundations of Education, *Personnel, *Researchers, *Teachers

Identifiers-*Educators

The combined efforts of several hundred American educators to identify and report on 1,665 educators who have been major figures in the development of American education from colonial times to 1976 resulted in this biographical dictionary of American teachers, reformers, theorists, and administrators. The content of each biographical sketch is basically a short description of the subject's education, employment, contributions to education, and participation in profesional activities. References for further information are provided at the end of each entry followed by the contributor of the sketch. It is noted that not all publications, activities, or awards are listed for every individual in order to keep the sketches at a reasonable length. Appendices provide convenient divisions of the entries: place of birth, state of major service, field of work, and chronology of birth years. A fifth appendix provides a chronology of American education history. Abbreviations for frequently used references are provided as are an introduction and list of contributors. Entries within the three-volume set are arranged alphabetically. (LC)

ED 185 968 IR 008 284

*Brong, Gerald And Others*

**Problems in Bibliographic Access to Non-Print Materials. Project Media Base: Final Report.**

Association for Educational Communications and Technology, Washington, D.C.
Spons Agency-National Commission on Libraries and Information Science, Washington, D. C.
Pub Date-Oct 79
Note-76p.; Appendices C, D and E removed prior to filming due to poor legibility.
Available from-Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402 (Stock Number 052-003-00714-2)
Pub Type- Reports - Evaluative (142) - Reference Materials (130)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Audiovisual Aids, Audiovisual Centers, *Cataloging, *Classification, Information Centers, *Information Systems, Libraries, Library Collections, *Library Materials, Library Networks, National Programs

Project Media Base reports its conclusions and recommendations for the establishment of bibliographic control of audiovisual resources as a part of an overall objective to plan, develop, and implement a nationwide network of library and information services. The purpose of this project was to test the hypothesis that the essential elements of a national bibliographic system for audiovisual informational resources currently exist, and that therefore there is no apparent impediment to a national system. On the assumption that the hypothesis was correct, the project also sought to define functional specifications for such an integrated system of audiovisual resources. The findings stipulate differences between nonprint and print media and their relative reduction to control; present the state of efforts to achieve standards; note the need for mutual cooperation and coordination of audiovisual resources; describe current barriers to a national network; and indicate the existence of essential network elements. Recommendations include the establishment of international liaison, promotion of established cataloging standards, further development of networking study proposals, the expansion of computerized control of audiovisual resources, the utilization of shared cataloging and vendor supplied descriptions, and the dissemination of information concerning current networking activities, their coverage, services, and use. (RAA)

ED 186 037 IR 008 406

*Underhill, Charles S., Comp.*

**Handy Key to Your National Geographics'': Subject and Picture Locater. 14th Edition, 1915-1979.**

Pub Date-80

Note-73p.

Available from-C.S. Underhill, Box 127, East Aurora, NY 14052 ($5.25 per copy, $5.00 each for 5 or more)

Pub Type- Reference Materials - Bibliographies (131)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Geography, Illustrations, Indexes, *Periodicals, *Sciences, *Subject Index Terms

Identifiers-*National Geographic

This subject guide to articles and illustrations appearing in the National Geographic over a 64 year period groups detailed topics under broader alphabetical headings. It is not an author or title index, and includes people only as featured subjects of articles. An abbreviation key is provided. (FM)

ED 186 094 PS 011 230

*Maslin, Christine*

**Federal Involvement in Preventive Health Care for Children: The EPSDT Example.**

Pub Date-Dec 79
Note-48p.
Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Child Development, *Disadvantaged Youth, Federal Legislation, *Federal Programs, Health Insurance, History, *Preventive Medicine, *Problems, *Program Design, *Program Effectiveness, Training
Identifiers-Assessment Instruments, Childrens Health Assessment Program, Critical Analysis, *Early Periodic Screening Diagnosis and Treatment, Recommendations

This paper critically reviews the federally funded Early and Periodic Screening, Diagnosis and Testing (EPSDT) program, and highlights problems in its design and functioning. A prime example of a preventive health program that is commendable in intent but ineffective in actual practice, the EPSDT program's failure was prompted by factors which included: (1) the socio-political climate of the late 1960's; (2) lack of community support for the program; (3) problems in design of the program; and (4) problems in implementation. To prevent the failure of future programs, a comprehensive, strongly preventive approach to physical and mental health care for children is deemed necessary. Implications of national health insurance are discussed. Legislation similar to EPSDT, the Children's Health Assessment Program (CHAP), is evaluated in light of the criticisms and problems of EPSDT, and recommendations for future policy are made. (Author/RH)

ED 186 175 RC 012 005

*Green, Rodney J. Powell, Cheryl Riley, Ed.*

**Firearms Safety: Instructor Manual. Shooting Skills Series.**

Missouri Dept. of Conservation, Jefferson City.
Pub Date-80
Note-73p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Ethics, *Experiential Learning, Learning Activities, *Learning Modules, Lesson Plans, *Outdoor Education, *Safety Education, Secondary Education, *Skill Development
Identifiers-*Firearms

Although written with the classroom teacher in mind, this learning module on firearms safety can be adapted by leaders of camps, 4-H clubs, outdoor educators, scouting organizations or any workers with junior and senior high school youth. The self-contained unit includes information on the subject, lesson plans, activities, class exercises, tests, suggested visual aids, and references, all contributed by experienced instructors who have taught the subject and successfully used the activities. An introductory section presents goals and objectives, ethical concerns of using firearms and facts about and functions of firearms in our society. Principles of firearms safety for field and home use are stressed. A section on history traces the development of gunpowder, early ignition systems, and ammunition. Interesting facts and drawings are provided to encourage discussion. Six lesson plans, which list all equipment and materials needed, teach how to identify and operate various types of rifles, shotguns, and handguns. Included as appendices that can be directly reproduced as student handouts are a history of firearms' actions, a history of firearms crossword puzzle, parts of a firearm, ammunition components, a home firearms check list, and a word game using firearms phrases. A sample written and practical exam is included along with a glossary and bibliography to provide additional teacher information. (NEC)

*Anderson, R. D. And Others*

**Matematicas Para El Primer Ciclo Secundario, Volumen I (Parte 2). Traduccion Preliminar de la Edicion Inglesa Revisada. (Mathematics for Junior High School, Volume I, Part 2. Preliminary Translation of the Revised English Edition).**

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-62
Note-290p.; For related documents in Spanish, see SE 030 376-379. Contains occasional light and broken type.
Language-Spanish
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC12 Plus Postage.**
Descriptors-*Bilingual Education, Fractions, Geometry, *Instructional Materials, *Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Secondary Education, *Secondary School Mathematics, Statistics, *Textbooks
Identifiers-*School Mathematics Study Group

This is part two of a two-part SMSG mathematics text for junior high school students. Key ideas emphasized are structure of arithmetic from an algebraic viewpoint, the real number system, and metric and non-metric relations in geometry. Included are chapters on the rational number system; parallels, parallelograms, triangles, and right prisms; circles; statistics and graphs; mathematical systems; and mathematics in science. (RH)

*Duly, Leslie C. Wadlow, Joan K.*

**Teaching International Relations through Simulation: Intercollegiate Exercise on International Terror.**

Pub Date-Mar 80
Note-17p.; Paper presented at Annual Meeting of the International Studies Association (21st, Los Angeles, CA, March 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Conflict Resolution, *Decision Making, Educational Objectives, Higher Education, *International Relations, School Community Relationship, *Simulation, Student Participation, *Teaching Methods, Violence
Identifiers-Terrorism

The use of simulation in teaching international relations is examined by evaluating how a simulation approach helped students in three institutions of higher education understand international terror. The project involved 97 students from three colleges and universities, and people with expertise in the community including campus police, the F.B.I., the press, the state patrol, and the federal Department of State. Students were first exposed to international terror in history, social science, and journalism courses. They then participated in an international terror simulation at a two-day conference involving students from the three colleges and the community experts. Participants were directed to respond to incidents of international terror including (unbeknownst to them at the outset) release of six hostages selected from among the participants. Evaluations indicated that students found the simulation exciting and worthwhile and that they were better able to appreciate the complexities of international terror as a result of participating in the simulation. Findings also indicated, however, that students were generally incapable of converting initial surprise into an orderly approach for solving problems and that they did not make very good use of professional expertise. The conclusion is that students will be better able to identify and apply learning gained in simulations to real life situations if teachers provide them with more complete orientation toward the problem upon which the simulation is based. (DB)

*Etzkowitz, Henry Raiken, Laurin*

**Artists Social Movements of the 1960's and 70's: From Protest to Institution Formation.**

Pub Date-23 Mar 80
Note-31p.; Paper presented at Eastern Sociological Society Thematic Session on levels of culture (Boston, MA, March 23, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Art, *Artists, *Change Strategies, Cooperatives, Federal Programs, Institutions, Modern History, Museums, Organizational Change, *Social Action, Social Change, *Social History

The paper traces artists' social movements in the 1960s and 1970s and examines two results: (1) the stimulation of administrative coordination within and among established arts institutions, and (2) the creation of innovative arts institutions run by the artists themselves. Events leading up to these movements included the New Deal arts programs, which set a precedent for federal support, and the postwar economic expansion, which led to growing competitiveness and commodification of art, as a few artists received the most support. By the 1960s, artists mobilized to confront major arts institutions, demanding increased participation in decision making as well as increased representation of minorities and women artists. They also asked the institutions to become involved in major social issues. When no response was made, some artists in the mid-1970s organized and established artists' cooperatives and associations which attempted to meet their own needs by providing channels which allowed artists to reach the public directly and to deal with social issues. As a result, the art world today is divided into two parallel groups consisting of the alternative art world of cooperative galleries, artists' advocacy groups, and artists' publications, and the dominant patron/art/gallery/museum complex. (CK)

ED 186 344 SO 012 597

*Kasschau, Richard A.*

**A Rationale for the Teaching of Psychology in the High Schools.**

Pub Date-Sep 79

Note-15p.; Paper presented at Annual Meeting of the American Psychological Association (New York, NY, September 1979).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Curriculum, *Educational Needs, *Educational Objectives, *Educational Practices, Literature Reviews, *Psychology, Secondary Education, Social Sciences, Social Studies, State of the Art Reviews, Student Interests

The author presents a rationale for adding psychology to the high school social studies curriculum. Also, changes within the environment of secondary schools which affect educators' willingness to offer psychology courses are identified. Approximately 750,000 high school students are currently enrolled in some sort of psychology course. In spite of this impressive enrollment figure, however, many educators argue against including psychology in the high school curriculum. Reasons for not including psychology in the curriculum are that teachers are not sufficiently trained in psychology to teach it well; students are too immature to understand psychological concepts before college; and psychology focuses on personal adjustment rather than intellectual concepts. The rationale for including psychology in high school is based on four major premises that it is already taught successfully in many schools, offers high school students a chance to work with a scientific discipline before college, prepares students for a service-oriented society, and can help students adjust to society. Factors influencing the increase in psychology courses in high school include a high degree of student interest, recognition that psychology can teach students about relating to a fast-paced world in which facts soon become dated, and belief on the part of teachers and parents that psychology will help adolescents resolve questions concerning personal worth and meaning. (DB)

ED 186 368 SP 015 729

*Hatfield, Robert C. Ralston, Sherry*

**Professional Assessment and Development.**

Pub Date-78
Note-42p.; Paper presented at the Annual Convention of the Association of Teacher Educators (1978).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Attitude Change, Classroom Observation Techniques, Individual Development, Inservice Teacher Education, *Needs Assessment, *Professional Development, Program Development, Self Concept, Teacher Attitudes, Teacher Centers, *Teacher Evaluation, *Teacher Improvement, Teacher Responsibility

It is proposed that in considering teachers' professional development, emphasis should be placed on teacher assessment as an intergral part of the developmental process, encompassing the total career of the teacher. An overview of the history of teacher evaluation is provided, as well as a review of background literature on professional development. Personal growth and maturation are discussed as being fundamental to the process of professional development. A paradigm is proposed for conceptualizing and studying professional development in such a way that it could lead teachers and researchers to greater effectiveness in facilitating teacher improvement. (JD)

ED 185 853 FL 011 344

**Persian Basic Course: Volume V, Lessons 53-64.**
Defense Language Inst., Monterey, Calif.
Report NO.-PF0012S
Pub Date-Mar 65
Note-228p.; For related documents, see FL 011 338-350.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($3.85, accompanying cassettes $8.80)
Language-English; Persian
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC10 Plus Postage.**
Descriptors-*Audiolingual Methods, Communicative Competence (Languages), *Dialogs (Language), *Grammar, Instructional Materials, *Intensive Language Courses, Language Usage, Listening Comprehension, Military Science, Pattern Drills (Language), *Persian, Reading Comprehension, *Second Language Instruction, Standard Spoken Usage, Vocabulary Development, Writing Skills

The fifth of 10 volumes of a basic course in Persian is presented that is designed for use in the Defense Language Institute's intensive programs for native English speakers. The central feature of the daily lesson is the structured dialogue, which systematically incorporates a number of grammatical features. Grammar is not explained through conventional explanations or discussions. A series of perception drill patterns are used prior to the introduction of the daily dialogue, which is followed by a translation in idiomatic English. The grammar analysis section contains a summary of the various functions and usage of a given item, and grammar drills utilize the new structural patterns as well as new vocabulary and review vocabulary. In the reading and question section, assimilated lexical items are used in the narrative to provide a situational application of the material. This volume attempts to present common situations and the normal mode of speech appropriate to each situation in the dialogues. The reading section and dialogues are designed to prepare the student for understanding newspapers and radio/televison. Military terminology is also gradually introduced, and a few of the lessons are based on films about Iran. Tapes accompany the text. (SW)

ED 185 991 IR 008 321

*Clement, Hope E. A.*

**The Automated Authority File at the National Library of Canada.**

Pub Date-Aug 79
Note-29p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th,, Copenhagen, Denmark, August 27-September 1, 1979). For related documents, see IR 008 333-344. Legibility varies.
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Cataloging, Classification, Foreign Countries, *Library Automation, *Library Catalogs, Library Equipment, *Library Networks, Library Technical Processes, *Online Systems, Telecommunications
Identifiers-*Authority Control (Information), Canada, *Dortmunder Bibliothekssystem

This paper discusses the current resurgence of interest in authority files and describes the automated authority files of the National Library of Canada. Factors contributing to this interest in such files include cooperative programs between libraries, the development of international standards, and the impact of computer technology and telecommunications. An automated authority file can result in great savings in time and money, as well as maintaining file integrity while allowing flexibility for local usage. The National Library of Canada, which has always had manual authority files, currently uses a batch mode authority system. A pilot project online authority system, DOBIS (Dortmunder Bibliothekssystem), is now operating at the National Library and the Canada Institute of Scientific and Technical Information for the production of a union list of serials and for reference activities.

Completion of the pilot program is expected in September of 1979 with expanded use of the system planned for the year's end. The DOBIS system has been designed to provide decentralized access to all catalogs and files; it is a fully integrated system incorporating cataloging, catalog search, circulation, acquisition, and information retrieval functions. (RAA)

ED 186 394 SP 015 929

*Berrones, Elma And Others*

**Internship: A Pacing Guide for Student Teachers.**

Austin Independent School District, Tex.; Texas Univ., Austin.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-May 78
Note-67p.; Parts may not reproduce clearly.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Tests/Questionnaires (160)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Guidelines, *Internship Programs, Learning Activities, Skill Development, Student Role, *Student Teaching, *Teacher Education, *Teacher Interns, Teacher Role, Teaching Skills

This pacing guide is a detailed outline that provides trainees with a building-block approach to the aquisition of teaching skills. In addition, it provides clarity to the roles and responsibilities of the intern, the cooperating teacher, and the supervisor, and coordinates the classroom experience for the third semester of a four-semester internship. The guide is arranged on a week-by-week basis, with the activities for each week structured into A'', B'', and C'' priority listings. The Teacher Corps generic competency framework an outline which defines crucial skills and objectives for educational trainees and personnel and a self-evaluation form are included. (Authors/LH)

ED 185 832 FL 011 298

*Das, Bikram K.*

**An Investigation of Some Advanced Skills of Composition.**

Central Inst. of English and Foreign Languages, Hyderbad (India).

Pub Date-78
Note-21p.
Journal Cit-CIEFL Bulletin; v14 n1 p43-62 1978
Pub Type- Reports - Research (143) - Journal Articles (080)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Discourse Analysis, English (Second Language), *Expository Writing, *Indians, *Native Language Instruction, Post Secondary Education, Rhetoric, *Second Language Instruction, *Writing (Composition), Writing Skills, Written Language

A study was conducted to investigate: (1) what linguistic and mental abilities are involved in composition; (2) to what extent undergraduate students in India possess these abilities, in English and in their native language; and (3) to what extent these abilities are being taught. The major portion of the paper discusses the nature of composition, its value as text (cohesion), and its value as message (coherence). Composition features which produce coherence are analyzed in a hierarchy of three categories: communicative purpose, communicative function, and communicative act. The various language functions and their corresponding speech factors are tabulated. The purpose, function, and acts of expository writing which most students will use are detailed. Informational strategies used in composition writing the synthesis, structuring, weighting, signposting, redundancy, surprise value, and tonality of the information are discussed. An empiricial investigation of the student papers revealed that they did not possess in their native language or in English the skills necessary for composition writing. These skills must be taught concurrently with the grammar of the language. (PMJ)

*Gross, Ronald*
**Future Directions for Open Learning. A Report Based on an Invitational Conference on Open Learning Programs.**
University of Mid-America, Lincoln, Nebr.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Grant-NIE-G-75-0001
Note-78p.; Based on the Conference on Future Directions for Open Learning (March 8-9, 1979)
Available from-National Institute of Education, Washington, DC 20208 and Superintendent of Documents, US Government Printing Office, Washington, DC 20402
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Administrative Organization, *Adult Education, Community Colleges, Correspondence Study, *Educational Technology, Educational Television, *External Degree Programs, Futures (of Society), Higher Education, *Lifelong Learning, *Mass Media, *Nontraditional Education, Open Universities, Outreach Programs, Postsecondary Education, Program Descriptions, Success
Identifiers-Appalachian Educational Satellite Project, Coastline Community College CA, Community Service Network, Dallas County Community College District TX, Miami Dade Community College FL, State University of New York Empire State College, University of California San Diego, University of Mid America NE

The expansion of higher education in the United States has resulted in a variety of outreach programs to bring postsecondary education off the campus and into the community. New systems and programs of nontraditional study have emerged. Issues of current concern in open learning include: quality and effectiveness, outreach and access, research and evaluation, economics (costs, benefits, productivity, and obtaining support), implications of emerging technology, public policy, and cooperation and collaboration. The trend toward lifelong learning brings with it new possibilities for educational technology and the mass media, as well as a challenge to postsecondary educators. It is noted that in the United States citizens get much of their information from the mass media, and that harnessing this potential for learning is the great challenge for education in the near future. The experiences of six individuals with open learning programs are highlighted throughout. A list of references is included. Appended are basic data on seven participating projects (the Appalachian Education Satellite Program and Community Service Network, Coastline Community College, Dallas County Community College District, Empire State College, Miami-Dade Community College, Open College, the University of California at San Diego, and the University of Mid-America), a list of factors that help or impede learning projects, and an executive summary of the joint conference on research needs in adult learning in March 1979. (MSE)

ED 186 015 IR 008 377

*Gentner, Donald R. And Others*

**COACH: A Schema-Based Tutor.**

California Univ., San Diego. Center for Human Information Processing.
Spons Agency-Office of Naval Research, Washington, D.C. Personnel and Training Branch.
Report NO.-UC-TR-7903
Pub Date-9 Nov 79
Contract-N00014-76-C-0628; NR-154-387
Note-22p.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Computer Managed Instruction, *Computer Oriented Programs, Models, Organization, Programing Languages, *Simulation, Teaching Models, *Tutorial Programs
Identifiers-FLOW

The Coach system, a computer simulation of a human tutor, was constructed with the goal of obtaining a better understanding about how a tutor interprets the student's behavior, diagnoses difficulties and gives advice to a student learning a simple computer programming language. Coach is based on a hierarchy of active schemas representing the tutor's general concepts, more specific information represented in a semantic network, and the coordination of data driven and conceptually guided processing which enable it to interpret behavior, recognize errors, and give advice. This paper describes the Coach system as it gives advice to a student learning FLOW, a simple computer programming language. (Author)

ED 186 038 IR 008 407

*Aubrey, Irene E., Comp.*
**Notable Canadian Children's Books. 1976 and 1977 Supplements.**
National Library of Canada, Ottawa (Ontario).
Pub Date-79
Note-46p.; For related document, see ED 160 118.
Language-English; French
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Annotated Bibliographies, Awards, *Book Reviews, *Books, *Canadian Literature, *Childrens Literature, Evaluation, *Reading Materials
Identifiers-*National Library of Canada

Evaluative annotations of recent additions to the National Library of Canada's selection of notable Canadian children's literature are presented in two separate supplements, one English, the other French, with translations of the principal text in each version to the language of the other. The English supplement adds seven titles for 1976 and 13 for 1977; while the French supplement adds 15 titles for 1976 and seven for 1977. The annotations provide an evaluative review of each book's contents and describe awards won by the work. Content of the books includes history, poetry, adventure, pictorial essay, nature study, sports, legend, and short stories. The index provides access to the names of all individuals associated with the creation of each work, to the titles, to awards, and to the principal subjects and themes identified in the titles and annotations. (RAA)

ED 186 075 JC 800 269

*Thomas, Wanda E.*

**Performance Appraisal of Community College Department/Division Chairpersons: National Survey of Community College, 1978.**

Pub Date-80
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-10, 1980)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Administrator Evaluation, *Community Colleges, Comparative Analysis, *Department Heads, *Departments, Evaluation Criteria, Evaluation Methods, Measurement Objectives, National Surveys, *Teacher Attitudes, Teacher Participation, Two Year Colleges

A national survey of community college department chairpersons was conducted in 1978 to determine: (1) the purposes, procedures, criteria, and standards used to evaluate their administrative performance; (2) their opinions about the present and the desirable components of chairperson appraisal systems; and (3) how chairpersons from various academic disciplines differed in their views of these systems. A sample of 921 chairpersons from 250 institutions that evaluate their chairpersons were selected to participate in the study; 776 responded and 454 met the pre-determined administrative criteria of the study. Data were subjected to a four-part analysis: frequency and percent determinations for survey items; a weighted comparative analysis of the responses concerning the present evaluation systems and desired ones; a stepwise discriminant analysis of response clusters to determine differences among different academic areas; and a content analysis of written evaluation policies. Results showed that although many appraisal systems had included some of the purposes, procedures, criteria, and standards identified as desirable by the chairpersons, several essential components were not being employed. For example, most chairpersons wanted a results-oriented system developed jointly by faculty, administrators, and themselves; however, a rating scale method designed solely by administrators was most common. (JP)

ED 186 116 PS 011 395

*Aronoff, Frances Webber*
**The Learning Connection: Movement and Music.**
Pub Date-Jan 80
Note-12p.; Paper presented at the International Congress on Early Childhood Education (Tel Aviv, Israel, January 6-10, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Aesthetic Education, *Early Childhood Education, *Learning Theories, *Movement Education, *Music Education, *Neurological Organization, Preschool Children, Teacher Role
Identifiers-*Whole Child Approach

This presentation focuses on the connection between the cognitive, affective and physical domains in learning behavior and emphasizes aesthetic experiences in early childhood education, with particular reference to physical movement and music. (RH)

ED 186 139 PS 011 436

**Child Development Associate. New Dimensions in Art.**
Eastern Oklahoma State Coll., Wilburton.; Oklahoma Child Development Associate Policy Advisory Council, Midwest City.; Oscar Rose Junior Coll., Midwest City, Okla.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date- 76
Grant-DHEW-OCD-6-15
Note-82p.; For related documents, see PS 011 430-435 and PS 011 437-447.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Reference Materials (130)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Art Activities, *Art Education, Art Materials, *Child Caregivers, *Competency Based Teacher Education, Creativity, Day Care, Early Childhood Education, Gifted, Postsecondary Education, *Preschool Teachers, Teacher Role, *Training

Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module, one of a series of 18, provides a guide to art instruction and art experiences for preschool children. Upon completion of the module the CDA trainee is expected to be able to implement daily art activities, which employ materials appropriate for the development of art concepts in children. Additionally, trainees are expected to be able to plan, execute and evaluate at least five learning experiences in art media; execute and evaluate a minimum of five incidental experiences for developing art concepts; provide opportunities for creative, free expression; emphasize involvement and creativity in art expression; utilize at least 10 art media; enhance discovery learning through art media; and utilize art media as a tool for teaching concepts in other areas. Early sections of the module define terms and suggest a procedure by which trainees can evaluate their strengths and weaknesses. Subsequent chapters discuss the teacher's role in art activities, art instruction and activity development. The module also provides 14 learning activities, ranging from resource unit development to art activity comparison. Supplementary books, pamphlets and films are listed. (RH)

ED 186 194 RC 012 027

*Lawrence, Erma*
**KIILANG SK AT AA (Haida Reading Book: Learning Your Language).**
Ketchikan Indian Corp., Alaska.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-78
Note-21p.; Part of the Southeast Alaska Native Materials Development Project. For related documents, see RC 012 020-026 and RC 012 028-030.
Available from-Ketchikan Indian Corporation, P.O. Box 6855, Ketchikan, AK 99901 ($1.00)
Language-English; Haida
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Alaska Natives, *American Indian Education, *American Indian Languages, Elementary Education, Illustrations, Instructional Materials, Language Enrichment, *Native Language Instruction, *Pattern Drills (Language), Reading Materials, *Second Language Learning,

Uncommonly Taught Languages
Identifiers-Ethnic Heritage Studies Program, *Haida (Language), Haida (Tribe)

One in a series introducing students to Southeast Alaska Native languages, this booklet presents simple dialogues in Haida with English translations following. The eight dialogues, consisting of three or four questions with replies, provide practice with a variety of basic sentence patterns. Dialogues include social greetings and questions about name, age, and tribal origin; ethnic questions about name, age, and tribal origin; and ethnic foods and customs are mentioned. Line drawings illustrate each dialogue. (JH)

ED 186 242 SE 030 587

*Shermis, Mark D.*

**A Solution without a Problem: The Development of a Program in a Community Which Doesn't Need It.**

Pub Date-26 Sep 79

Note-22p.; Paper presented at the annual conference of the Evaluation Network (5th, Cincinnati, OH, September 24-26, 1979). Not available in hard copy due to marginal legibility of original document.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Career Awareness, *Community Coordination, Community Development, Educational Research, *Engineering Education, *Minority Groups, *Program Development, Program Evaluation, Secondary Education, *Secondary School Science

This paper uses the Engineering Industrial Support Program (EISP) as an example for suggesting methods to program evaluators of separating corporate interests from community interests. It also presents alternatives for dealing with organizational resistance. The problems involved in creating and implementing EISP in three Michigan school districts are described. The paper consists of three parts: (1) program description and goals, (2) process problems and microanalysis, and (3) macroanalysis and discussion. (Author/SA)

ED 186 268 SE 030 710

*Dresser, Harry H. Butzow, John W.*

**An Investigation of the Effects of Selected Variables on the Implementation of a Marine Infusion Curriculum.**

Pub Date-Apr 80
Note-16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980).
Pub Type- Reports - Evaluative (142) - Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Biology, *Community Characteristics, *Curriculum Development, Ecology, *Educational Research, Elementary Secondary Education, *Environment, *Environmental Education, Science Education

This study attempted to identify differences among schools which accepted, rejected, or made exploratory use of a proposed marine education curriculum. The selected variables for this study included: (1) percentage of teachers by age; (2) percentage of teachers by area of academic preparation; (3) pupil teacher ratio; (4) per pupil expenditure; and (5) distance from marine environment. Significant relationships (following ANOVA and T-tests) were detected among acceptance/rejection and teacher academic field of preparation, percentage of white-collar workers in the community, and distance from the marine environment. (Author/RE)

ED 186 290 SO 011 928

**History: Grades 7-12, Teaching Guidelines. Education Office Bulletin 7.**
Nova Scotia Dept. of Education, Halifax.
Pub Date-76
Note-103p.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Comparative Education, *Educational Objectives, Evaluation Methods, Guidelines, *History Instruction, Junior High Schools, Secondary Education, Skill Development, Social Studies, Teacher Role, Teaching Guides, *Teaching Methods
Identifiers-Nova Scotia

Guidelines are presented to aid junior high and high school social studies classroom teachers in developing and implementing history programs. Designed primarily for teachers in Nova Scotia, the guidelines can also help teachers in other locations develop basic history programs for grades seven through 12. The document is presented in seven sections. Section I presents a rationale for studying history and explains how history can help reinforce inquiry skills, communication skills, and cultural socialization. Section II enumerates general skills developed in history courses including reading, cooperation, participation, and cultural identification. Section III identifies historiographic skills including prioritizing facts, interpreting data, making value judgments, problem solving, developing hypotheses, and using research techniques. Section IV explores teaching methods (including group discussion, community projects, role playing, field trips, interviews, and learning packages) and evaluation methods (including research essays, document analysis, class participation, and essay and objective tests). Section V examines approaches to content by focusing on topics such as nationalism, power, imperialism, civilization, and historiography. Section VI outlines topics and presents objectives for teaching Canadian history, British history, and the history of western civilization at various grade levels. The final section presents a bibliography of books, audiovisual aids, and multimedia materials. A guide to social studies skills concludes the document. (DB)

ED 185 929 HE 012 637

*Russ, Anne J.*

**Divergent Realities: The Wells College Experience, 1876-1905.**

Pub Date-9 Apr 80

Note-15p.; Condensed version of paper presented at a symposium ( Collegiate Women and Institutional Change, 1975-1925'') at the Annual Meeting of the American Educational Research Association (Boston, MA, April 9, 1980)

Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Administrators, Case Studies, *College Administration, *Educational History, Females, *Feminism, Governance, Higher Education, Power Structure, Role Perception, Sex Discrimination, *Sex Role, *Single Sex Colleges, Small Colleges, Social Change, *Womens Education, Women Teachers

Identifiers-*Wells College NY

Organizational change at Wells College, New York, is traced from 1876-1905 in relation to women's role in higher education. This excerpt of a larger study indicates how women worked within a female college that had male authority figures at a time in which there were strong notions about proper feminine behavior. The college was intended to train women to be wives for college-educated men and to fulfill social prescriptions of the nineteenth century. Gradually by the late nineteenth century women no longer felt fitted only for moral leadership roles in the home but began to enter the new fields of social work, nursing, and library science. Courses such as sociology, economics, government, and anthropology were gradually added. Internal changes at Wells College also occurred, most important of which was a gradual shift from male to female dominance in the governance of the school. The first woman principal, hired in 1876, employed self-abnegation and passive-agressive strategies as covert attempts to gain power. Although temporary failures sometimes resulted, Wells College evolved a female subculture whose members involved themselves in the affairs of the school as policy-makers, faculty, and concerned alumnae. Conflicts with the male presidency of the school, whose perceptions of women's roles were restrictive, are considered. (SW)

ED 185 949 HE 012 671

*Frank, Charles E.*

**Pioneer's Progress. Illinois College, 1829-1979.**

Pub Date-79

Note-409p.

Available from-Southern Illinois University Press, Carbondale, IL 62901 ($17.50).

Pub Type- Historical Materials (060) - Books (010)

**Document Not Available from EDRS.**

Descriptors-College Faculty, College Presidents, *Colleges, *Educational History, Higher Education, Institutional Environment, Oral History, Social Influences, Trend Analysis

Identifiers-*Illinois College

A professor of Illinois College, the oldest college in the state, presents its history in celebration of its sesquicentennial anniversary. Beginning with its inception in 1829 to 1979, the author deals with its defeats and triumphs impartially, placing them in a philosophic framework. The foreword is written by Donald C. Mundinger, President of Illinois College and the introduction by William N. Clark, Chairman of the Board of Trustees. The history is divided according to time periods: 1829-1925 and 1925-1979. Several areas are examined: the foundations laid for the colleges, the numerous presidents of the college and their effects upon its growth, the medical school, pholosophies that affected the college's development, the literary societies, social realities present during various growth or decline periods for the college, and projections for future growth and direction. Appendices provide resource materials; name of members of faculty, 1925-1979; the trustees of Illinois Colleges, 1925-1979; and the persons who participated in the Illinois College Oral History. Various illustrations include photographs of the college and college buildings. (LC)

ED 186 057 JC 800 160

*Slark, Julie Bateman, Harold H.*

**Community Needs Assessment Survey for Santa Ana College and the Rancho Santiago Community College District.**

Rancho Santiago Community Coll. District, Santa Ana, Calif.
Pub Date-Feb 80
Note-75p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Age, *College Role, *Community Attitudes, *Community Characteristics, *Community Colleges, Community Surveys, Courses, Educational Demand, *Educational Needs, Educational Quality, Ethnic Groups, Females, Income, Information Sources, Institutional Evaluation, Males, Needs Assessment, Questionnaires, Scheduling, School Community Relationship, *School Responsibility, Two Year Colleges

A telephone survey was conducted in Fall 1979 by Santa Ana College (SAC) to determine its service community's: demographic characteristics; familiarity with SAC and its course offerings; perception of the college's mission; satisfaction with and attitudes toward SAC; and educational needs and desires. Telephone interviews were completed with 600 individuals, comprising a representative sample of the school's district. Major findings indicate that while 94% of the respondents had heard of SAC and 40% reported that they or someone in their household had attended SAC, 31% did not know that tuition was free and 38% did not recall having received a class schedule in the mail. SAC was rated as doing a very good job in serving the community's needs by 53% of the respondents, but 26% did not feel familiar enough with the college to rate it. Respondents rated vocational education, transfer education, and personal interest education as the most important community college functions, and rated providing basic skills education and financial aid as not very important.'' Over half (58%) said that they or a household member would be interested in taking classes at SAC; arts, crafts, business, and English courses were requested most frequently. Classes which meet once a week for three hours on week days in the mornings or evenings were felt to be most convenient. The 26-item interview guide is included in the survey report. (Author/JP)

ED 186 095 PS 011 236

*Golbeck, Susan L. And Others*

**Where to Look for the Child in Early Childhood Education: Some Help from Piaget.**

Pub Date-Aug 78

Note-47p.; Papers presented at the Annual Meeting of the National Association for the Education of Young Children (New York, NY, August 17-20, 1978).

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Conventional Instruction, Curriculum Development, Developmental Stages, *Early Childhood Education, *Emotional Development, *Intellectual Development, Peer Relationship, *Physical Development, Self Concept, *Social Development, Student Centered Curriculum, Teaching Methods

Identifiers-*Piagetian Theory

The three papers included in this symposium discuss the relevance of Jean Piaget's theory of cognitive development to the early childhood practitioner. First, an overview of Piaget's theory is presented. This focusses on the particular aspects of the theory most relevant to practitioners in early childhood education. Second, curriculum implementation is examined. Piaget's ideas are applied to the traditional child-centered curriculum through a discussion of six steps which guide what the teacher does with children during the day: (1) anticipation, (2) analysis, (3) arrangement, (4) attention, (5) articulation, and (6) assessment of activities. Third, Piaget's contributions to understanding children's socioemotional development are examined. Ways to determine appropriate goals for socioemotional development and the means for reaching these goals are discussed. (Author/RH)

ED 186 158 RC 011 628

*Christenson, James A. Taylor, Gregory S.*

**Determinants, Expenditures, and Performance of Common Public Services.**

Spons Agency-Kentucky Univ., Lexington. Agricultural Experiment Station.

Pub Date-79

Note-28p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Burlington, VT, August, 1979). Table 1 may not reproduce well due to small print size.

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Community Characteristics, *Community Satisfaction, *Community Services, Demography, Education, *Evaluation Criteria, *Expenditures, Law Enforcement, Literature Reviews, Medical Services, Parks, Perception, Public Libraries, *Socioeconomic Influences, Surveys

Identifiers-*North Carolina, Service Quality, Service Quantity

Citizen perception of public service quality was examined to determine its relationship to demographic and socioeconomic characteristics of the community, variations in service expenditures, and quantitative service performance measures. The Bureau of the Census, state agencies, and a mail survey of residents in all 100 North Carolina counties provided data on 5 public services: education, law enforcement, parks, health, and libraries. The qualitative output measure for each service was based upon citizen evaluation of service quality as poor, fair, good, or excellent on a 4-point Likert scale. The quantitative performance measures were dropout rate, crime index, per capita acres in public parks, infant mortality rate, and number of books per capita. The findings indicate that per capita expenditures for the public services studied are not powerful predictors of either quantitative performance or perceived service quality. Quantitative service performance measures have only a modest relationship with service quality measures. Overall, the socio-demographic characteristics of the community seem to be more important than either level of expenditures or quantitative measures of service performance in predicting citizen perception of service quality. (JH)

ED 186 176 RC 012 006

*O'Leary, Jeanne M.*

**The Changing Role of Women in the Rural Economy.**

Economics, Statistics, and Cooperatives Service (DOA), Washington, D.C.

Pub Date-Aug 79

Note-17p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Burlington, VT, August 23-26, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Attitude Change, Economic Development, *Economic Factors, *Employed Women, *Employment Opportunities, *Family Structure, Industrialization, Inflation (Economics), Labor Economics, Labor Force, Rural Areas, *Rural Economics, Sex Role

Identifiers-*Rural Women

Labor force participation of nonmetropolitan women rose in the 1970's but not in a consistent pattern. Their labor force participation rose 4.5% between 1973 and 1978, when they comprised 41% of the total nonmetropolitan labor force. Although women accounted for 89% of nonmetropolitan employment growth in the 1960's and 58% in the 1970's, their mean earnings declined. A greater percentage than before of nonmetropolitan women entered professional, technical, managerial, clerical, craft, and service sector occupations while fewer entered operative occupations, a former source of great employment gain for the nonmetropolitan female population. Educational level correlated positively with occupational choice and both factors together had implications for job stability. The three main factors which influenced the decisions of rural women to enter the work force are: economic considerations (resulting from inflation); changing family structure and social attitudes (the largest net increase in nonmetropolitan female labor force participation rates occurred for ages 25-34, prime childbearing years); and more job opportunities (resulting from the decentralization of manufacturing to rural areas). (SB)

*Anderson, R. D. And Others*

**Matematicas Para El Primer Ciclo Secundario, Volumen II (Parte 1). Traduccion Preliminar de la Edicion en Ingles Revisada. (Mathematics for Junior High School, Volume II, Part 1. Preliminary Translation of the Revised English Edition).**

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-63
Note-288p.; For related documents in Spanish, see SE 030 376-379. Contains occasional light and broken type.
Language-Spanish
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC12 Plus Postage.**
Descriptors-*Bilingual Education, Geometry, *Instructional Materials, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Number Concepts, Percentage, Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers-*School Mathematics Study Group

This is part one of a two-part SMSG mathematics text for junior high school students. Key ideas emphasized are structure of arithmetic from an algebraic viewpoint, the real number system as a progressing development, and metric and non-metric relations in geometry. Chapter topics include number line and coordinates, equations, scientific notation, applications of percent, and congruence and the Pythagorean property. (RH)

*Graham, George, Comp. And Others*
**Weaving Career Education into Physical Education and Sport: A Handbook.**
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-300780481
Note-254p.; For related document, see SP 015 769.
Available from-AAHPERD Publications Sales, 1900 Association Drive, Reston, VA 22091 ($6.00).
Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Career Awareness, *Career Choice, *Career Education, Elementary Secondary Education, Goal Orientation, Individual Development, *Occupational Aspiration, *Physical Education, *Student Educational Objectives, Teacher Role

Materials are provided to help teachers effectively acquaint students with the range of career opportunities in physical education, sport, and related areas and to offer insight into the process of weaving career education concepts into programs of physical education. An overview of the goals for career education from elementary school through secondary school is presented. Teaching suggestions for curriculum activities infusing career education into existing physical education and sport programs are outlined. Ideas are offered which have a broad application to the total physical education program, and suggestions are made which represent a unit rather than a class activities approach. A process is given by which students can assess their interest in career options in physical education, and an annotated bibliography containing resources for physical educators and students is included. (JD)

ED 186 395 SP 015 932

*Ryder, Martin, Ed.*

**A Call for Twelfth Cycle Institutionalization Concepts: Five Responses.**

Mid-Atlantic Teacher Corps Network, Philadelphia, Pa.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date-78

Contract-300-78-0326

Note-97p.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Community Involvement, *Educational Research, Elementary Education, Elementary Secondary Education, Exceptional Persons, Mathematics Instruction, Precision Teaching, Reading, *Research Methodology, *Research Utilization, *Skill Development, *Teaching Methods

Identifiers-Teacher Corps

The purpose of this document is to explore some strategies which may be helpful to new projects during their planning and implementation years. Each chapter of the document is composed of a separate project description. Topics discussed in this paper include: 1) the adaptation of educational research to improve elementary reading comprehension; 2) the development of a community support program for students involved in a community, industrial, and school system-based career education programs; 3) the research base for precision teaching techniques; 4) the development and implementation of a program combining the resources of local elementary school teachers and the surrounding community in order to meet student needs; and, 5) indepth discussion of the attempts of a rural school to focus on the delivery and improvement of services to its exceptional child population. The authors of the document stress that none of the programs described have been subjected to formal validation. (Authors/LH)

ED 185 874 HE 012 088

*Rubin, Allen, Ed. Rosenblatt, Aaron, Ed.*
**Sourcebook on Research Utilization.**
Council on Social Work Education, New York, N.Y.
Pub Date-79
Note-232p.; Papers presented for discussion at the Conference on Research Utilization in Social Work Education (New Orleans, LA, October 5-7, 1977).
Available from-Council on Social Work Education, 345 E. 46th Street, New York, NY 10017
Pub Type- Collected Works - Proceedings (021) - Reports - Evaluative (142)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Curriculum Design, Curriculum Evaluation, Educational Quality, Field Experience Programs, Graduate Study, Higher Education, Productivity, Professional Education, Program Descriptions, Research Needs, *Research Skills, *Research Utilization, *Social Work

Major papers presented at the Conference on Research Utilization in Social Work Education are compiled in this sourcebook. The conference focused on six topics that reviewed the state of the art of research utilization and suggested directions for the future. The papers included are: Understanding Research Utilization in Social Work (Stuart A. Kirk); Understanding the Utilization of Research in Social Work and Other Applied Professions (Richard L. Simpson); Research Priorities in Social Work Education: A Communication to Colleagues (Jerry S. Turem); Identifying Research Priorities in Social Work Education (David M. Austin); Gaps and Linkages in Research Utilization: Enhancing Utilization Through a Research and Development Approach (Jack Rothman); Improving the Quality and Increasing the Productivity of Social Work Research (Dorothy Miller); Incorporating Research into Macro Social Work Practice and Education (Irwin Epstein and Tony Tripodi); Incorporating Research into Education for Clinical Practice in Social Work: Toward A Clinical Science (Scott Briar); On Research and Practice Teaching in Social Work (John R. Schuerman); Specifying Curriculum Goals for Research in Social Work Education (Anne Minahan); Strategies and Tactics for Increasing Research Production and Utilization in Social Work Education (John L. Bushnell and Gregory M. St. L. O'Brian); and Social Science Knowledge and Social Work Practice (Martin Rein and Sandra Tanenbaum). A list of conference participants and a copy of the conference agenda are appended. (SF)

ED 185 911 HE 012 577

*Breslin, Thomas P.*

**The Economic Impact of Trenton State College on the Local Community, Fiscal 1978.**

Trenton State Coll., N.J.
Pub Date-Sep 79
Note-54p.; Not available in paper copy due to marginal legibility of original document. Best copy available.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Banking, Business, Community Services, Commuting Students, Economic Research, *Educational Economics, Expenditures, Government School Relationship, Higher Education, Local Government, Local Issues, Mathematical Formulas, Productivity, Questionnaires, Real Estate, *School Business Relationship, *School Community Relationship, School Surveys, State Colleges, State Government, Taxes
Identifiers-*Economic Impact, Tax Exemptions, *Trenton State College NJ

Quantitative data on the nature and magnitude of the economic impact of Trenton State College (New Jersey) on the surrounding community are provided in an attempt to reduce conjecture. Data were collected for fiscal year 1977-78. In many cases the data were then applied to a model developed by John Caffrey and Herbert H. Isaacs; in other cases, surrogate models were developed. Positive economic impacts include $22.5 million in college-related local expenditures, $22.0 million in the value of business property committed to college-related business, $7.0 million in expansion of local banks' credit base from college-related deposits, $2.7 million in college-related revenues received by local government, and 2,010 local jobs attributable to the presence of the college. Negative economic impacts include $3.8 million in operating costs of local government-provided municipal and public school services, $7.3 million in the value of local governments' properties allocable to the college-related portion of their services, $26 thousand in real estate taxes foregone through the tax-exempt status of the college, and $1.2 million in local business volume unrealized because of the existence of college enterprises. On balance, it is found that the college has a substantial positive impact on the economic health of local business, government, and individuals. Appended are a bibliography, map of the area, faculty and staff questionnaire, commuting student questionnaire, and the mathematical formulas used in the study. (MSE)

ED 186 039 IR 008 408

*Gaillardin, R. And Others*

**PASCAL Data Base File Description and Indexing Rules in Chemistry, Biology and Medicine.**

Royal Inst. of Tech., Stockholm (Sweden). Library.

Report NO.-TRITA-LIB-4066

Pub Date-Jan 80

Note-25p.; For related document, see IR 008 299.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Biology, *Chemistry, Computers, *Data Bases, Data Processing, *Indexing, Information Retrieval, Information Storage, *Medicine, Online Systems, *Subject Index Terms

Identifiers-PASCAL Data Base

This report on the multidisciplinary PASCAL database describes the files and the indexing rules for chemistry, biology, and medicine. PASCAL deals with all aspects of chemistry within two subfiles whose combined yearly growth is about 100,000 references. The Biopascal file, organized in the two subfiles of Plant Science and Biology and Medicine, presently contains 1,300,000 references and grows at a rate of 200,000 references annually. The primary sources for these files are the same as those for the whole PASCAL file and include serials, doctoral and master's theses, and patents. Principal languages covered are English, French, German, and Russian, with about 11 percent of the total in other languages. Indexing for chemistry uses two lexicons of controlled terms describing phenomena, processing, properties, methods, equipment, names of chemical reactions, and substructures or families of chemical compounds. A similar set of two vocabularies is used for biology and medicine. The form of the descriptors and the indexing is similar to that used throughout PASCAL in that indexing is accomplished to the most specific term within a hierarchical structure. Specific indexing rules are provided in detail for subdivisions within the three disciplines. (RAA)

ED 186 117 PS 011 397

*Morgan, Griffith A. V. And Others*

**Children's Characteristics on School Entry: Junior Kindergarten, Senior Kindergarten and Grade 1.**

Ontario Dept. of Education, Toronto.

Pub Date-79

Note-435p.

Available from-Ontario Institute for Studies in Education, Publications Sales, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($5.00)

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC18 Plus Postage.**

Descriptors-Classroom Observation Techniques, Cognitive Development, *Data Collection, *Family Characteristics, Foreign Countries, *Grade 1, *Kindergarten Children, Language Skills, Parent Attitudes, Parent School Relationship, Personality, Primary Education, *School Entrance Age, Socioeconomic Status, *Student Characteristics, Student Evaluation, Teacher Characteristics, Teaching Methods

Identifiers-Ontario

The purpose of this study was to obtain and analyze information on the characteristics of the child entering school for the first time in junior kindergarten, senior kindergarten and grade one. A sample of 209 children from different areas in Ontario, Canada, including rural, urban, inner city and metropolitan areas, was studied. Information was gathered by means of: (1) questionnaires mailed to parents, teachers and principals, (2) interviews with parents and teachers, (3) classroom observations of children in this program, and (4) direct testing and checking of children's developmental levels and educational attainment by teachers. Among the findings: (1) socio-economic status and educational levels of both parents were significantly related to children's educational progress; (2) the majority of the children were reported by parents as having developmental levels, on motor and social or self-helping skills, which are appropriate to 5-year-olds; (3) only a minority of the children attended day care or nursery classes. Children in day care were from a slightly lower socio-economic level than those who attended nursery schools; (4) teachers' ratings suggested that the majority of children entering junior or senior kindergarten are perceived as healthy, having reasonable attendance and settling easily into school; (5) teachers rated a majority of children as being in the top third of the class in ability, though the actual test scores showed that there was a normal distribution of ability in the sample; and (6) the preferred activities of children were in the gross motor, language and creative areas with much less emphasis on environmental study, science, or problem-solving. (Author/MP)

ED 186 243 SE 030 588

*Carry, L. Ray And Others*

**Psychology of Equation Solving: An Information Processing Study. Final Technical Report.**

Texas Univ., Austin. Dept. of Curriculum and Instruction.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-79
Grant-SED-78-22293
Note-145p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-*Algebra, *Cognitive Processes, *College Mathematics, *Educational Research, Error Patterns, Higher Education, Information Processing, Mathematics Curriculum, *Mathematics Instruction, *Problem Solving, Research

The investigation reported is primarily a description of how college students solve or fail to solve algebra equations. Protocols were collected from two groups of college students; one group was expected to be good solvers, the other group contained many poor solvers. The investigators sought to identify and classify the difficulties students had, and they tried to guess the mechanism which produced those difficulties. They compared the work of successful and unsuccessful solvers, looking for ideas that might help make more solvers be successful, and they tried to identify what must be learned by the student of equation solving. The discussion of findings includes: identification of three types of errors, and sections devoted to kinds of knowledge in algebra, meaning in algebra, errors and the psychology of skill, and characteristics of good solvers. (MK)

*Hall, Chester G. Wright, Emmett L.*

**Factors Influencing the Use of Suburban School Grounds for Class-Time Secondary Science Instructional Activities.**

Pub Date-Apr 80
Note-34p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Educational Research, Environmental Education, Instructional Materials, *Outdoor Education, *School Location, *Science Activities, Science Education, Science Laboratories, Secondary Education, *Secondary School Science, *Surveys

This study assesses factors that influence use of suburban school grounds for class-time secondary science instructional activities. Special emphases of the study are on determining frequency of use, factors influencing use, and critical factors limiting use. Results from a survey of secondary science teachers at a public school system in-service meeting indicate that teachers favor the use of school ground science activities, but in actuality, little use of school grounds takes place. The hypothesis is offered that the disparity between teacher preference and teaching practice is a consequence of student discipline problems and large class size. (Author/SA)

ED 186 309 SO 012 543

*Maher, Michael*

**Adlai E. Stevenson Speeches from the Seeley G. Mudd Manuscript Library, Princeton University in Milner Library, Illinois State University.**

Illinois State Univ., Normal. Milner Library.

Pub Date-Mar 80

Note-22p.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Annotated Bibliographies, Political Affiliation, *Political Issues, *Politics, Postsecondary Education, Secondary Education, *Speeches, *Tape Recordings

Identifiers-*Stevenson (Adlai II)

The document introduces and lists tape recordings of Adlai E. Stevenson's speeches from 1952 until his death in 1965. The objective is to supplement the tapes and to aid in their usage by offering background information. The guide is presented in two sections. Section I offers an overview of the political atmosphere in 1952 and 1956 and Stevenson's rise to national prominence. It also discusses the issues of the 1952 campaign, the personalities of the candidates, and three categories of speeches: (1) rally/whistlestop speeches; (2) speeches on major issues; and (3) inspirational speeches. An annotated bibliography lists five books representing a selection of the best sources of analysis of Stevenson's speaking style as well as some of the more interesting and less well known books about him. Section II, the major portion of the document, lists the speeches in chronological order, covering the tape number, date, occasion, and topic. The speeches date from the governor's report on January 2, 1952 to the last interview before his death on July 14, 1965. They include presidential nomination acceptance speeches, campaign speeches, press conferences, television appearances, interviews, ambassadorial speeches, and United Nations speeches. (CK)

ED 186 327 SO 012 567

Green, Vicki A.

**To Determine the Effectiveness of Board Game Simulations in the Grade Five Social Studies Program. Final Report 80-7.**

Spons Agency-Educational Research Inst. of British Columbia, Vancouver.
Pub Date- 74
Grant-181
Note-17p.; Not available from EDRS in paper copy due to fading ink throughout original document.
Available from-Educational Research Institute of British Columbia, Suite 400-515 West 10th Avenue, Vancouver, BC V5Z 4A8 ($1.40)
Pub Type- Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Academic Achievement, Achievement Tests, Affective Measures, Class Activities, *Educational Games, *Educational Research, *North American History, *Program Effectiveness, *Simulation, Socialization, Student Participation
Identifiers-*Canada

The report describes a study designed to ascertain the effectiveness of 12 board game simulations developed and used in a fifth grade Canadian history program. Questions examined include: 1) Does the use of board game simulations increase group participation and cultural, environmental, and historical awareness? 2) Does use of the games promote students' involvement, interest, interaction, motivation, and content acquisition? 3) Are some games more interesting than others? 4) Do the games and/or student interest have an impact on test scores? and 5) What characteristics of the games are more or less interesting? Twelve games were played relating to the Canadian fur trade, western settlement, Northwest Mounted Police, Canadian Pacific Railroad, and the Gold Rush. Seventy two students took part in the study. After game playing sessions, each student completed the 11-statement Gorman Interest Scale as well as several content questions pertinent to the game played. One week later students completed 18 general Canadian history questions. Results showed a positive and direct correlation between the games best liked and the amount of information retained. The socialization process became more positive as game playing sessions progressed. Conclusions showed that students were more interested in games allowing for many individual players decisions and those demanding more involvement and cooperation. All games allowed for development of social interaction, leadership, and organizational skills. (CK)

ED 186 345 SO 012 600

*Brande, Ralph T. Argoff, Allen S.*

**Ethnic Studies Project: Multi-Ethnic Heritage Learning Directions.**

Community School District 22, Brooklyn, N.Y.; New York City Board of Education, Brooklyn, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-79
Note-155p.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-Bibliographies, Blacks, Chinese Americans, Class Activities, Elementary Secondary Education, *Ethnic Groups, *Ethnic Studies, History, Instructional Materials, Italian Americans, Jews, Polish Americans, Puerto Ricans, Resource Materials, Student Teacher Relationship, Teacher Developed Materials
Identifiers-Ethnic Heritage Studies Program

This ethnic studies resource guide contains background readings and lesson outlines on various ethnic groups which elementary and secondary teachers can use to prepare classroom lessons. The guide was developed by teachers who attended a workshop sponsored by a federally funded ethnic studies project of the New York City Board of Education. The guide consists of two major sections. The first section contains historical and cultural background readings for teachers on the following ethnic groups: Black Americans, Chinese Americans, Greek Americans, Irish Americans, Italian Americans, Jewish Americans, Polish Americans, and Puerto Rican Americans. Also included for each ethnic group are bibliographies of print and nonprint materials for both students and teachers. The second part of the guide contains lesson ideas and activities that teachers can use to teach about the various ethnic groups. Included among the many suggestions for classroom activities are having students read books, view filmstrips, participate in classroom discussion, learn songs, play ethnic games, make picture books, and take field trips. (Author/RM)

*Redden, James E.*
**A Descriptive Grammar of Ewondo. Occasional Papers on Linguistics, Number 4.**
Southern Illinois Univ., Carbondale. Dept. of Linguistics.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-75-0295
Note-257p.
Language-Ewondo; English
Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)
**EDRS Price - MF01/PC11 Plus Postage.**
Descriptors-*Bantu Languages, Descriptive Linguistics, Dialects, *Form Classes (Languages), *Grammar, Nouns, Orthographic Symbols, *Phonology, *Second Language Instruction, Verbs, Vocabulary
Identifiers-*Ewondo

A descriptive grammar of Ewondo, a Northwest Bantu language spoken in southern Cameroon, Africa is presented. Ewondo is a dialect cluster which is part of a larger dialect cluster usually called Yaunde-Fang. The variety of Ewondo presented is based on the speech of a single individual, who comes from Yaounde-Eturi. Occasional references to other dialects are included. Contents of the grammar are as follows: symbols, phonology, stem and word formation, noun classes, noun formation, modifier nouns, pronouns, verbs, stem extensions, auxiliary verbs, adverbs, prepositions, conjuctions, sentence types, relative clauses, coordination, and if-clauses. Some exercises, a dictionary, and a brief bibliography are included. (SW)

ED 185 854 FL 011 345

**Persian Basic Course: Volume VI, Lessons 65-76.**

Defense Language Inst., Monterey, Calif.
Report NO.-PF0013S
Pub Date-Jan 66
Note-238p.; For related documents, see FL 011 338-350.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($4.05, accompanying cassettes $9.60)
Language-English; Persian
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC10 Plus Postage.**
Descriptors-*Audiolingual Methods, Communicative Competence (Languages), *Dialogs (Language), *Grammar, Instructional Materials, *Intensive Language Courses, Language Usage, Listening Comprehension, Pattern Drills (Language), *Persian, Reading Comprehension, *Second Language Instruction, Standard Spoken Usage, Vocabulary Development, Writing Skills

The sixth of 10 volumes of a basic course in Persian is presented that is designed for use in the Defense Language Institute's intensive programs for native English speakers. This volume is, for the most part, a continuation of the material and methods presented in volume five. The central feature of the daily lesson is the structured dialogue in which a number of grammatical features are systematically incorporated in a daily situation. Since many of the basic structures, patterns, and vocabulary of the language have already been introduced, a more varied selection of vocabulary and some essential but more complex sets of phrases are included. In order that students may benefit from each lesson, a summary of the contents of the book and the intended use of each part are presented. Each lesson begins with a series of perception drill patterns to be used extensively prior to the introduction of the daily dialogue, which is followed by a translation in idiomatic English.

The grammar analysis section contains a summary of the various functions and usage of a given item. The grammar drills utilize the new structural patterns as well as new vocabulary and review vocabulary. The reading section consists of a narrative containing the assimilated lexical Items. Tapes accompany the text. (SW)

ED 185 969 IR 008 293

*Persson, Olle*
**Critical Comments on the Gatekeeper Concept in Science and Technology.**
Royal Inst. of Tech., Stockholm (Sweden). Library.
Report NO.-TRITA-LIB-6017
Pub Date-Jan 80
Note-16p.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Communication (Thought Transfer), *Information Dissemination, *Organizations (Groups), *Sciences, *Technology
Identifiers-*Gatekeeper Role, *Scientific and Technical Information

The criticism of the two-step flow model of information dissemination in mass media research should also apply, this paper argues, to studies of gatekeepers in R & D (research and development) organizations: the 2-step flow model does not tell us with whom the gatekeeper is communicating, what is being discussed, or what effect the gatekeeper has on internal informal dissemination. Using an empirical study of an R & D organization, the thesis is presented that gatekeepers can contribute to an elitist pattern of distribution rather than to a reduction of the information gap. Finally, it is suggested that studies of internal communication in R & D organizations should deal with communication relationships rather than individuals as units of analysis. (Author)

*Custer, Benjamin A.*
**The View from the Editor's Chair: Dewey Decimal Classification 16 to 19.**
Pub Date-Aug 79
Note-13p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Books, Cataloging, *Classification, *History, Libraries, *Library Collections, *Library Materials, *Library Technical Processes
Identifiers-*Dewey Decimal Classification

The retiring editor of Dewey Decimal Classification recounts the development of the system from the 16th through the 19th editions, i.e., 1956-1980. During this period, the system has undergone major changes to internationalize its character. Special provisions have been incorporated for branches of history, geography, language, literature, the arts, philosophy, and religion that were of little or no concern to American libraries in 1876, and detailed tables of areas, and of racial, ethnic, and national groups have been added. International cooperative and consultative arrangements have been established and maintained in matters of editorial policy. Modernization has resulted in both substantive and organizational changes. Substantive improvements include the reexamination and reclassification in such areas as women, sex, ethnicity, and religion. Organizational improvements have moved the system from a series of pigeonholes to a rational coherent structure characterized by subject integrity and predictable subject relationships. The paper concludes with a series of anecdotes recalling some of the frustrations and rewards of editorial direction. (RAA)

*Hillelsohn, Michael J. And Others*

**Instructional Design for MPLSM Operators' Training on the Automated Instructional Development System (AIDS).**

Human Resources Research Organization, Alexandria, Va.
Spons Agency-Post Office Dept., Washington, D.C.
Report NO.-HumRRO-RP-ED-76-42
Pub Date-Oct 76
Contract-104230-76-W-1454
Note-38p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Computer Assisted Instruction, *Instructional Design, Instructional Development, Learning Modules, *On the Job Training, *Programed Instruction, *Training, Vocational Education

This report describes the instructional design for a Multiple Position Letter Sorting Machine (MPLSM) operator's course administered via the Automated Instructional Development System (AIDS). AIDS is an innovative system consisting of a unique special purpose computer, innovatively designed software, and individualized adaptive instruction. The design and specifications for the course are described in six sections and two appendices. Included are descriptions of the pedagogical principles which form the basis for course design, course structure, course organization, remediation strategies, student feedback modes, refresher training, and the roles of the instructor. Appendices detail the module objectives and entry characteristics tests. (Author/JEG)

ED 186 076 JC 800 273

*Lombardi, John*

**What's Happened to the Associate Degree?**

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Pub Date-May 80
Note-6p.
Pub Type- Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Adoption (Ideas), *Associate Degrees, *College Role, Community Colleges, *Degree Requirements, Educational History, Educational Philosophy, *Educational Trends, Enrollment Trends, Federal Regulation, *Graduation, Literature Reviews, Open Enrollment, Transfer Programs, Two Year Colleges

Despite some initial hesitancy in the first half of the twentieth century to award associate degrees, since the end of World War II, the associate degree has become as widely accepted by two-year colleges as the baccalaureate degree is by four-year colleges. This is evidenced by the steady increase in the number of associate degrees awarded annually, the eagerness displayed by educators in the various disciplines to have degrees with their specialties attached, and the trend toward making a particular degree the criterion for transferability and occupational competency. The acceptance of the associate degree is also reflected in the various regulations governing the number, purposes, and standards for the degree. Furthermore, when allowances are made for the large number of part-time students attending two-year colleges and the high risk of the open door policy, the number of associate degree graduates is indeed significant. Thus, despite arguments for community-oriented, non-traditional education, the associate degree program remains a significant community college offering. This literature review provides a historical outline of the use of the associate degree since 1900, a discussion of the requirements for the most common associate degrees awarded, and statistical data on the number of degrees awarded between 1970 and 1976. A bibliography is included. (JP)

ED 186 195 RC 012 028

*Young, Ann And Others*

**Learning Tsimshian. Book Number One.**

Ketchikan Indian Corp., Alaska.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-79

Note-20p.; Part of the Southeast Alaska Native Materials Development Project. For related documents, see RC 012 020-027 and RC 012 029-030.

Available from-Ketchikan Indian Corporation, P.O. Box 6855, Ketchikan, AK 99901 ($1.00)

Language-English; Tsimshian

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Alaska Natives, *American Indian Education, *American Indian Languages, Elementary Education, Illustrations, Instructional Materials, Language Enrichment, *Native Language Instruction, *Pattern Drills (Language), Reading Materials, *Second Language Learning, Uncommonly Taught Languages

Identifiers-Ethnic Heritage Studies Program, *Tsimshian (Language)

One in a series introducing students to Southeast Alaska Native languages, this booklet presents simple dialogues in Tsimshian with English translations following. The eight dialogues, consisting of three or four questions with replies, provide practice with a variety of basic sentence patterns. Dialogues include social greetings and questions about name, age, and tribal origin; ethnic foods and customs are mentioned. Line drawings illustrate each dialogue. (JH)

ED 186 291 SO 012 082

*Iritani, Toshio*
**The Value of Children: A Cross-National Study. Volume Six. Japan.**
Hawaii Univ., Honolulu. East-West Center.
Pub Date-79
Note-121p.; For related documents, see SO 012 556-561.
Available from-East-West Population Institute, East-West Center, 1777 East-West Road, Honolulu, HI 96822 ($3.00).
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Abortions, *Children, Comparative Analysis, Contraception, Developed Nations, *Family Planning, Foreign Countries, *Parent Attitudes, Participant Characteristics, Policy Formation, Population Trends, Public Policy, Research Methodology, Social Science Research, *Socioeconomic Influences, *Values
Identifiers-*Japan

The document, one in a series of seven reports from the Value of Children Project, discusses results of the survey in Japan. Interviews with 360 respondents provided data for the research. The volume is presented in six chapters. Chapters I and II describe the rationale, methodology, and the research sample. Chapters III and IV detail advantages and disadvantages and perceived economic costs and benefits of children. Chapter V focuses on family size preferences; family planning knowledge, attitudes, and practices; and predictions of family size and planning. Chapter VI summarizes findings, methodological problems, research needs, and issues related to population policy. Findings indicate that Japanese parents consider emotional rewards, childrearing satisfaction, personal development of the parent, and benefits to the family unit as important advantages. Disadvantages include restrictions on alternative activities, financial costs, and emotional strain. Methodology problems included objections to some of the personal questions and translation from the original English language questionnaire. Future research should investigate how values of children would change if Japan were further developed economically and industrially and what substitutes for the pleasures of children could be derived. A conclusion relevant to population issues is that imposing stringent policies to limit or influence family size would not work. Success could be found only in educating the public about population and environmental conditions and then waiting for individual action. (KC)

ED 185 893 HE 012 517

*Boyles, Marcia*

**Academia's Garbage: Campus/Community Solid Waste Projects.**

American Association of State Colleges and Universities, Washington, D.C.

Spons Agency-Environmental Protection Agency, Washington, D.C. Office of Federal Activities.

Pub Date-Jun 78

Grant-T900566-01-3

Note-25p.; Best copy available.

Available from-American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036

Pub Type- Reports - Research (143) - Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Community Action, Community Education, Energy Conservation, *Environmental Education, *Environmental Standards, Federal Aid, Federal Regulation, Government School Relationship, Higher Education, Industry, Professional Continuing Education, Public Officials, Recycling, *School Community Programs, *Waste Disposal

The nation's overall efforts in solid waste management are noted, and suggestions and examples are presented concerning activities that can be undertaken by institutions of higher education to assist their communities to achieve safer and cleaner environments. The federal regulatory agency, The Environmental Protection Agency (EPA), is concerned with air and water pollution, solid wastes, and noise, and provides technical assistance to local and state governments. Colleges and universities have devised the following campus activities: campus cleanup, recycling, and energy saving efforts. Additionally, many colleges and universities work directly with communities in solid waste projects. Personnel in this field often need specific information and continuing education courses, seminars, and workshops that the higher education community can provide. Elected officials often require help to become more informed about solid wastes. Citizens groups and environmentally aware groups may need assistance in sponsoring conferences, researching legislation, and other activities. Information is provided on federally sponsored funding programs for which colleges are eligible. A bibliography of information sources and a map of EPA regional offices are included. (SK)

ED 185 930 HE 012 638

*Frankel, Martin M.*

**Enrollment Declines Foreseen for Colleges in the 1980's.**

National Center for Education Statistics (DHEW), Washington, D.C.

Report NO.-NCES-80-408

Pub Date-19 Mar 80

Note-9p.

Pub Type- Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Birth Rate, *College Students, Community Colleges, Comparative Analysis, *Demography, Elementary School Students, *Enrollment Trends, Full Time Students, *Higher Education, High School Students, Part Time Students, *Population Trends, Private Colleges,

State Colleges, Statistical Analysis

Data and descriptive analysis of enrollment trends for colleges are presented. Statistical tables and charts indicate trends in births in the United States for 1961-1973, college enrollment by age and sex for five-year intervals between 1968 and 1988, college enrollment by type of institution for two-year intervals between 1968 and 1988, college enrollment by sex and attendance status for full-time and part-time students, total and full-time equivalent college enrollment, enrollment in grades K-8 and 9-12, and total enrollment in two-year and four-year institutions of higher education, by sex and attendance status of students and control of institutions. (SW)

ED 185 950 HE 012 672

*Wilke, Arthur S., Ed.*

**The Hidden Professoriate. Credentialism, Professionalism, and the Tenure Crisis. Contributions in Sociology, Number 29.**

Pub Date-79

Note-38p.

Available from-Greenwood Press, Inc., 51 Riverside Avenue, Westport, CT 06880 ($22.95)

Pub Type- Reports - Research (143) - Collected Works - General (020) - Books (010)

**Document Not Available from EDRS.**

Descriptors-Academic Rank (Professional), Access to Education, *Career Ladders, Case Studies, *College Faculty, Comparative Analysis, Competitive Selection, *Credentials, Doctoral Degrees, Due Process, Educational Trends, Employment Experience, Employment Level, Enrollment Trends, Faculty Promotion, Graduate Students, Higher Education, Political Influences, Professional Recognition, Professional Training, Reduction in Force, Seniority, Sociology, Statistical Analysis, Status Need, *Teacher Supply and Demand, *Teaching (Occupation), *Tenure

The paradoxical state of academe's attempt to crowd individuals into institutions of higher education at a time when jobs for them are evaporating has created a conflict within the academic personnel community for non-tenured faculty struggling to survive. Case studies representing actual experiences of some individuals directly involved in the dilemma are examined. It is suggested that the result of the over-supply of academic personnel is the abuse of graduate students under the conflicting pressures of credentialism, professionalism, and education, the conflicting pressures of teaching and professionalism on the younger staff members, the massive assault on the tenure system, and the pressure to publish or perish. It is concluded that a quasi-closed elite has emerged at the top with a permanent underprivileged stratum of untouchables at the bottom. Six case studies examining tenure, layoffs, professional power politics, and due process are presented in the Introduction. Authors include Arthur S. Wilke, B. Eugene Griessman, Paul Blumberg, Don Martindale, Sil Dong Kim, Lee Krueger, and Harvey R. Cain. In Part One, The Rocky Road to Tenure: Profiles in the Hidden Professoriate, Fran French, Alfredo Mirande, Wilke, and Norman S. Goldner examine the changing rules and abuses within tenure policies. In Part Two, Consequences of the Tenure Crisis, various results of several confrontations with tenure policy are discussed by French, Constance A. Sullivan, Joseph A. Pilgrim, and Barbara Jean Wilke. Tables provide such information as: projected openings for and new supply of Ph.D.'s, 1974-85; birth rate per 1,000 U.S. women, age 15-44, 1940-73; distribution of persons with Ph.D. and M.A. degrees by primary employment; projected faculty openings; and degrees granted in sociology, 1950-74. An index is provided. (LC)

*Cherdack, Arthur N.*
**The Changing Nature of Institutional Research in the Community College.**
Pub Date- 79
Note-10p.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Administrator Education, Collective Bargaining, *College Administration, College Faculty, *Community Colleges, Educational Change, Educational Finance, *Educational Trends, Experimenter Characteristics, *Institutional Research, Job Training, Long Range Planning, *Research Directors, *Research Needs, Research Skills, Student Recruitment, *Two Year Colleges

During the growth period of the 1960's and the early 1970's, community college institutional research focused on conducting surveys, compiling institutional reports on grades and enrollments, analyzing student characteristics, and providing background information for writing grants. The researchers came mostly from the teaching faculty and were relatively untrained in research methodology. However, current fiscal constraints, public dissatisfaction with the overall decline in student academic achievement, the increased enrollment of non-traditional students, and the growing importance of terminal, vocational education have required researchers to take on five management-related tasks: (1) studying institutional cost-effectiveness to meet increasing demands for accountability; (2) establishing marketing strategies for the recruitment of non-traditional students; (3) utilizing program needs assessment techniques to satisfy state reporting requirements and to determine program cost-effectiveness; (4) conducting periodic program evaluations; and (5) analyzing and providing solutions to problems in faculty contract negotiations. These functions will become increasingly important during the 1980's as community colleges face greater state control and more competition from four-year institutions. Thus, the institutional researcher will become closely allied with college management and is likely to need specialized business training. (JP)

**What Do TV Producers Know about Their Young Viewers? Four Studies Carried Out in Four Countries.**

Pub Date-79
Note-153p.
Available from-K.G. Saur Publishing Inc., 175 Fifth Avenue, New York, NY 10010 ($12.00, plus $0.59 shipping)
Pub Type- Reports - Research (143)

**Document Not Available from EDRS.**

Descriptors-Audiences, *Commercial Television, Foreign Countries, *Interests, *Perception, *Personnel, *Programing (Broadcast), Television Surveys, Television Viewing, Values, *Youth
Identifiers-Canada, France, Norway, Yugoslavia

This collection of studies, conducted in Norway, France, Canada and Yugoslavia, reports on the ideas and images television broadcasters responsible for the production of youth programs have about their audience; how these broadcasters see their own role; aspects of the broadcasting institution; and certain aspects of the values, interests and leisure time behavior patterns of the youth audience. The main point of interest in each of the four studies is the relationsip between the broadcasting institutions and broadcasters on the cne hand and their target audience (youth) on the other. The match, or lack of it, between the two and the factors that influence both program provision and the reactions of the audience to that provision are of central concern. (Author/SS)

**Child Development Associate. Nutrition for Young Children.**
Eastern Oklahoma State Coll., Wilburton.; Oklahoma Child Development Associate Policy Advisory Council, Midwest City.; Oscar Rose Junior Coll., Midwest City, Okla.

Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date- 76
Grant-DHEW-OCD-6-C-15
Note-118p.; For related documents, see PS 011 430-436 and PS 011 438-447.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Reference Materials (130)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Behavior Problems, *Child Caregivers, *Competency Based Teacher Education, Day Care, Early Childhood Education, Food, Learning Activities, *Nutrition, Postsecondary Education, Preschool Children, *Preschool Teachers, Resource Units, Teacher Responsibility, *Training
Identifiers-*CDA, Child Development Associate, *Menu Planning

One of a series of 18, this Child Development Associate (CDA) training module provides a guide to planning and preparing nutritious meals for children. Experiences which promote positive nutrition and mealtime habits are also included. Upon completion of this module the CDA trainee is expected to be able to plan, prepare, and serve balanced meals and snacks, teach children to select foods needed for a balanced diet, teach food, nutrition and mealtime concepts in planned and incidental learning experiences, make records of and reports to parents about children's eating habits, provide a physically and psychologically positive mealtime environment and alleviate causes of disruptive behavior in individual children. Early sections of the module define terms and suggest a procedure by which trainees can evaluate their strengths and weaknesses. Subsequent chapters discuss basic nutrition, effects of nutrition on young children, menu planning, the mealtime environment, mealtime problems, supplemental foods, foods in the curriculum, and activity development. The module also provides 20 learning activities, ranging from resource unit development to constructing recipe charts, for the CDA trainee. Supplemental books, pamphlets, films, filmstrips and children's books are listed. (RH)

ED 186 159 RC 011 690

*Deschamp, P. A. Beck, T. M.*

**Teacher Transfers: A Survey of Teachers' Opinions on Factors Influencing Their Period of Stay in Schools with a Low Staff-Retention Rate. Studies in Rural Education No. 2.**

Western Australia Education Dept., Perth.
Pub Date-Mar 79
Note-47p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Elementary Secondary Education, Faculty Mobility, Incentives, *Job Satisfaction, Occupational Mobility, *Rural Schools, Rural Urban Differences, Surveys, *Teacher Attitudes, Teacher Motivation, Teachers, *Teacher Transfer, *Work Environment
Identifiers-*Australia (Western Australia), *Isolation (Geographic)

One of the most powerful deterrents to teacher retention appears to be isolation, the fact of being geographically separated from communities to which they feel akin or from the amenities and services to which they are accustomed. This 1978 study, conducted with the limited objective of ascertaining teachers' opinions of the ways in which aspects of rural service affect the rate of staff retention, focused on questionnaire responses from 335 teachers in 26 elementary and secondary schools in Western Australia and from 79 teachers who had resigned or moved to a different school during the previous 2 years. Data revealed that teachers were disadvantaged by country service in the following ways: the cost of living was often greater; more was spent on automobile and traveling expenses; financial incentives were unfavorable; the standard of housing was poor; there was less professional contact and support; further study, required for promotion, was restricted; social life was often restricted; moves were disruptive to teachers' families; and receptions from some local residents were apathetic. Factors that encouraged teachers to stay included school facilities, staff relationships, the challenging nature of the job, climate, and recreational facilities. Tabular data are presented which compare retention rates for various types of schools and characteristics of teachers and present teachers' attitudes to staff retention rates and factors that would influence their length of stay at a school. (NEC)

ED 186 177 RC 012 007

*Lynch, Robert E.*

**Motivating Migrant Secondary Students: No One Can Stop You But Yourself''.**

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 80

Contract-400-78-0023

Note-58p.

Available from-National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 (Stock No. EC-081, $6.00).

Pub Type- Guides - Non-Classroom (055) - Reports - Evaluative (142) - Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Career Counseling, Demonstration Programs, Dropout Attitudes, Dropout Prevention, *Dropouts, Educational Practices, High School Students, *Migrant Education, *Migrant Youth, *Secondary Education, Student Attitudes, Student Financial Aid, *Student Motivation, Surveys, Vocational Education, Work Experience Programs

Studies show that 9 out of 10 migrant students do not complete their high school education. To identify the factors contributing to this high dropout rate, 350 migrant youths were surveyed to assess what they viewed as good'' programs and why they had dropped out of school. Most respondents noted some sort of sports activity as what they liked best about high school and academic classes as what they liked least. Programs of greatest interest were those offering job/career training. Reasons for dropping out were usually related to the need to work and family concerns. These and other study results are discussed at length in the first section of this document. Interviews with migrant students and excerpts from their letters and articles shed further light on the young people's experiences with secondary education. The second portion of the document describes nine exemplary programs for secondary level migrant students which offer such special services as financial and supportive college assistance, hands on'' work experience, vocational training, learn and earn incentives, and credit exchange between schools. Conclusions from the survey and review of the already existing programs list such needs as transfer of academic credit, stipended work experience, counseling and career education, and financial assistance for college, as well as trade school. (DS)

ED 186 216 SE 030 379

*Anderson, R. D. And Others*

**Matematicas Para El Primer Ciclo Secundario, Volumen II (Parte 2). Traduccion Preliminar de la Edicion en Ingles Revisada. (Mathematics for Junior High School, Volume II, Part 2. Preliminary Translation of the Revised English Edition).**

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-63
Note-309p.; For related documents in Spanish, see SE 030 376-378. Contains occasional light and broken type.
Language-Spanish
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC13 Plus Postage.**
Descriptors-*Bilingual Education, Geometry, *Instructional Materials, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Number Systems, *Probability, Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers-*School Mathematics Study Group

This is part two of a two-part SMSG mathematics text for junior high school students. Key ideas emphasized are structure of arithmetic from an algebraic viewpoint, the real number system as a progressing development, and metric and non-metric relations in geometry. Chapter topics include real numbers, similar triangles, variation, polyhedrons, volumes and surface areas, permutations and combinations, and probability. (RH)

ED 186 270 SE 030 716

*Bromage, Bruce K. Mayer, Richard E.*

**Relationship Between What Is Remembered and Creative Problem Solving Performance in Science Learning.**

Pub Date-Apr 80
Note-30p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-College Students, *Content Area Reading, Creativity, *Educational Research, Higher Education, *Memory, Photographic Equipment, *Problem Solving, Psychology, Science Education, *Science Materials

Reported are results of a study concerning the role of structural properties of scientific prose. Two major types of relations are identified as typically part of the scientific prose: description of relations, and explanation of mechanisms. Results of two experiments isolate one characteristic of scientific prose (explanation of mechanisms) as being strongly related to creative problem solving. The first experiment, in which university psychology students read a passage explaining how a camera works and then took cued recall and problem solving tests, presents evidence that recall of explanations of the mechanisms and creative solution of camera problems are related. A second experiment further explores this relation by manipulating the passage's emphasis on explanation of mechanisms and presents more evidence that organization of technical text around underlying mechanisms has its main measurable effect on creative problem solving. (CS)

ED 186 370 SP 015 769

*Aebersold, Robert N., Comp. And Others*

**Infusing Career Education into Physical Education and Sport: Selected Writings.**

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300780481

Note-65p.; For related document, see SP015765.

Available from-AAHPERD Publications Sales, 1900 Association Drive, Reston, VA 22091 ($2.50).

Pub Type- Information Analyses (070) - Reports - Descriptive (141) - Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Athletics, *Career Education, *Integrated Curriculum, *Physical Education, *Program Development, Program Implementation, *Relevance (Education)

This collection of writings is divided into four sections, each of which explores a different aspect of the relationship between career education and physical education and sport. The first section investigates the potential values in infusing career education into physical education and sport, and the second section focuses on ways in which physical educators can intitiate this type of curriculum intergration. The third section examines specific programs for this type of curriculum merger and the fourth section emphasizes the process of collaboration between the school and the community. (LH)

ED 186 396 SP 015 933

*Leos, Robert Olivarez, Ruben Dario*

**Documentation and Evaluation Study of the Texas Teacher Corps Network Program '78 Community Council Developmental Training Conference.**

Texas Univ., Austin. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Apr 79
Contract-300-78-0332
Note-89p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Community Cooperation, Community Involvement, *Conferences, *Cooperative Planning, Institutional Cooperation, Needs Assessment, Networks, Organizational Objectives, Policy Formation, *Program Development, *Program Evaluation
Identifiers-*Teacher Corps

This document describes a training conference sponsored by the Teacher Corps Network. Informational and skill development sessions for Community Council members from the Teacher Corps projects are included. A special planning session, held prior to the conference is described. A description is given of the conference planning and events. The report includes information concerning the conference planners, the purpose of the special planning day, goals and objectives for each session, strengths and weaknesses of the planning process, and an overall evaluation of the conference. (JD)

ED 185 970 IR 008 294

*Drew, Margaret A. Rivo, Sharon P.*

**Facing History and Ourselves: Holocaust and Human Behavior. Bibliography and Filmography.**

Brookline Public Schools, Mass.

Pub Date-78

Note-25p.

Available from-Project Director, 25 Kennard Road, Brookline, MA 02146 (the complete curriculum Vol. I-IX, $15.00; Vol. I-VIII, $10.00; Bibliography-Filmography alone, Vol. IX, $5.00)

Pub Type- Reference Materials - Bibliographies (131)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Annotated Bibliographies, *Behavior, Books, Childrens Literature, *Culture, Documentaries, Filmographies, Films, *German, Moral Issues, Secondary School Students, Secondary School Teachers, *Social Behavior, *War

Identifiers-*Holocaust, *Nazism

Intended to provide a wide range of reading for students and teachers, including a variety of both literary and historical perspectives, the bibliography section of this listing of Holocaust literature and films is organized into six categories: (1) children's books and the Holocaust: an overview; (2) suggested reading: general reading, history, the ghettos, the concentration camps, Nazi education, Hitler and Nazism, the Armenian genocide; (3) German culture; (4) the legacy of the Holocaust: a supplementary reading list; (5) human behavior: American history, America today, human differences, and conformity and cruelty; and (6) myth vs. reality: literature as history. All entries are annotated. The filmography section, prepared to accompany the junior high curriculum  Facing History and Ourselves: Holocaust and Human Behavior,'' lists available visual materials under three headings: moral dilemmas, documentaries, and interpretations and dramas. Date of film/filmstrip, length, black and white or color, purchase/rental price, and the name and address of the distributor are noted, and a critical/descriptive annotation is provided for each. (JD)

ED 185 993 IR 008 324

*Petersen, Jes*

**The Handicapped in Reading and the Public Libraries.**

Pub Date-Aug 79
Note-12p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). Best copy available.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Audiovisual Aids, *Disabilities. Foreign Countries, *Library Services, *Public Libraries, *Reading, *Reading Difficulties, Use Studies
Identifiers-*Denmark

After acknowledging that a large segment of the population does not use libraries due to difficulties of one kind or another in visiting them, this paper argues that people with reading handicaps constitute an even larger number of non-users. Surveys of the use of Danish libraries are briefly reviewed, and 11 groups of people with reading difficulties'' are identified. Fourteen types of materials that are now available, or should be available, to library users are listed, and methods for adapting the contents of a book to the needs of the reading handicapped, particularly the mentally retarded, are described. Finally, a list of suggestions to help public libraries intensify their efforts in serving people with reading problems is presented. Several bottom-of-the-page sentences have been lost in the process of copying this document. (JD)

ED 186 017 IR 008 380

*Lintz, Larry M. And Others*

**Low-Cost Computer-Aided Instruction/Computer-Managed Instruction (CAI/CMI) System: Feasibility Study. Final Report.**

McDonnell Douglas Astronautics Co. - East, St. Louis, Mo.

Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.

Report NO.-AFHRL-TR-79-42

Pub Date-Dec 79

Contract-F33615-78-C-0031

Note-178p.

Available from-National Technical Information Service, Springfield, VA 22151

Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors-Check Lists, *Computer Assisted Instruction, *Computer Managed Instruction, *Cost Effectiveness, *Feasibility Studies, Programing Languages, Surveys, Telecommunications, *Training Methods

This study investigated the feasibility of a low cost computer-aided instruction/computer-managed instruction (CAI/CMI) system. Air Force instructors and training supervisors were surveyed to determine the potential payoffs of various CAI and CMI functions. Results indicated that a wide range of capabilities had potential for resident technical training. Surveys of selected computers, terminals, communications, and support software identified candidates for the low cost system. (Author)

ED 186 040 IR 008 409

*Ambach, Gordon M.*

**Report of the Commissioner of Education, Gordon M. Ambach, to the New York State Legislature on Library Pilot Projects, December 15, 1978 through August 31, 1979.**

New York State Education Dept., Albany.
Pub Date-79
Note-74p.; Best copy available.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Evaluative (142)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Financial Support, Learning Resources Centers, *Librarians, *Library Cooperation, Library Expenditures, Library Materials, Library Networks, *Library Services, Pilot Projects, Private Schools, Public Schools, School Districts, *School Libraries, *State Aid
Identifiers-*New York

This progress report for the first year of a 3-year pilot project to establish systematic cooperation among public school districts and non-public schools in the provision of library resources and services to students and faculty includes funding recommendations for additional projects and evaluation. This project addresses needs for union catalogs of library materials, reciprocal access to library materials, efficient delivery systems, and the effective use of computer technology. Participants include seven library systems, eight Boards of Cooperative Educational Services, 135 school districts, and 40 non-public schools. Much of the initial work has centered on needs assessment, organization, governance decisions, and planning. The project sought voluntary cooperation and applications for the project have outrun expectations, resulting in commitment of resources greater than initially envisioned; the department recommends funding for three additional school library system pilot projects, adjustment of existing pilot project appropriations to accommodate increased participation of school library systems, adjustments for inflation, and funding for a comprehensive evaluation of these projects. The report includes individual fact sheets from the cooperating agencies and appendices provide legal and regulatory excerpts, together with directory information on the project participants. (RAA)

*Timm, Joan Thrower*

**The Relationship between Moral Responses of Elementary School Children and Teachers' Ratings of Moral Conduct.**

Pub Date-Apr 80
Note-11p.; Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 17-19, 1980).
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Antisocial Behavior, Behavior Rating Scales, Elementary Education, *Elementary School Students, Elementary School Teachers, *Moral Development, *Moral Issues, Student Evaluation
Identifiers-*Kohlberg (Lawrence)

This paper reports findings on relationships between fifth graders' responses to school-specific moral issues and to Kohlbergian moral dilemmas; between their stage of moral reasoning and their moral conduct as rated by teachers; and between teachers' ratings of the children's moral behaviors in several specific areas and teachers' overall rankings of the children's moral conduct. A total of 41 fifth grade children (mean age, 10 years 9 months) were given five of Kohlberg's moral dilemma stories and five school dilemma stories which included issues such as stealing, borrowing, cheating, bullying and telling tales about other children's behavior. Teachers were asked to rate each child's behavior, on each of the issues contained in the children's interviews, as above average, average, or below average in relation to the class. Teachers were also asked to give an overall rating of each child's moral conduct and the reasons for the overall rank. Teachers' overall rankings of students were related to their ratings of two types of behaviors; they gave lower overall ratings to children whom they had rated as above average in either cheating or telling tales. Further, significant correlations were found between children's responses on the school-specific moral issues and the Kohlbergian moral issues tasks. Children who resolved the dilemmas with stage 2 responses were reported by their teachers as cheating more often than children who resolved the dilemmas with stage 3 reasoning; however, no significant correlations were found between children's stages of moral reasoning and the teachers' overall rankings of children's moral conduct. (Author/SS)

ED 186 196 RC 012 029

*Shea, Esther*

**Tlingit Conversations. Book 1.**

Ketchikan Indian Corp., Alaska.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-78

Note-32p.; Part of the Southeast Alaska Native Materials Development Project. For related documents, see RC 012 020-028 and RC 012 030.

Available from-Ketchikan Indian Corporation, P.O. Box 6855, Ketchikan, AK 99901 ($0.50).

Language-English; Tlingit

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Alaska Natives, *American Indian Education, *American Indian Languages, Elementary Education, Illustrations, Instructional Materials, Language Enrichment, *Native Language Instruction, *Pattern Drills (Language), Reading Materials, *Second Language Learning, Uncommonly Taught Languages

Identifiers-Ethnic Heritage Studies Program, *Tlingit

One in a series introducing students to Southeast Alaska Native languages, this booklet presents simple dialogues in Tlingit with English translations following. The 14 dialogues, consisting of 4 responses each, provide practice with a variety of basic sentence patterns. Dialogues include social greetings and questions about name, age, and tribal origin; five dialogues ask and answer questions about the weather. Line drawings illustrate each dialogue. (JH)

ED 186 244 SE 030 589

*Means, Barbara*

**Intuitive and Logical Reasoning Approaches to Multi-Dimensional Problems.**

Pub Date-Apr 80
Note-23p.; Paper presented at the annual meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Contains occasional light type.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Cognitive Development, *Cognitive Processes, *Educational Research, *Higher Education, Intellectual Development, *Logical Thinking, Physics, *Problem Solving, Science Education, Science Equipment, Undergraduate Students

Reported is an attempt to examine the nature of the reasoning used by college students who consistently erred on timer tape problems and a comparison of their performance with that of students who made logical responses. The author suggests that the poor performance of students, classified as intuitive responders, is a result of their use of an incorrect solution strategy rather than as a result of cognitive immaturity or inability to mentally coordinate information about two dimensions. (Author/SA)

ED 186 310 SO 012 544

*Oakes, Elizabeth H. Sheldon, Kathleen E.*

**Guide to Social Science Resources in Women's Studies.**

Pub Date-78

Note-162p.

Available from-American Bibliographical Center-Clio Press, Riviera Campus, 2040 Alameda Padre Serra, Box 4397, Santa Barbara, CA 93103 ($21.25 hardcover)

Pub Type- Books (010) - Reference Materials - Bibliographies (131)

**Document Not Available from EDRS.**

Descriptors-Annotated Bibliographies, Anthropology, Bibliographies, Economics, *Females, Feminism, Filmographies, Foreign Countries, Global Approach, Higher Education, Periodicals, Psychology, *Social Sciences, Sociology, United States History, *Womens Studies, World History

This annotated bibliography describes the contents and critically evaluates 654 social science books and collections of journal articles in women's studies. The objective is to assist in research and in the organization of undergraduate or graduate courses on women. The resources are presented in nine sections. Section I covers anthropology, including women in Africa, Asia, the Caribbean, Central and South America, the Middle East and Mediterranean countries, North America, and the Pacific. Section II lists resources in economics, with subtopics such as labor force participation, occupations, professional and managerial women, and working wives and mothers. Section III focuses on United States, international, and economic history. Section IV covers psychology, including sex differences, female personality and sexuality, and psychoanalytic theory. The sociology section presents books on women and society, marriage and motherhood, and sex roles and socialization. Section VI lists books on contemporary feminist thoughts, including the feminist movement. Final sections present bibliographies, related journals, and other reference tools. Each section includes a content overview and a list of general books on the topic, and is organized according to author. Full bibliographic information, except price, is included. The annotations describe the scope, content, and focus or thesis and include evaluative comments and statement of possible use. The majority of the books were published in the 1960s and 1970s, although basic earlier resources are included. Some entries are suitable for high school students. Author and subject indices conclude the book. (CK)

ED 186 328 SO 012 568

*De Corte, Erik And Others*

**Between East and West: Instructional Psychology in Western Europe As a Possible Integrating Force.**

Pub Date-Apr 80

Note-12p.; Paper presented at Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Behavioral Sciences, Cognitive Processes, *Comparative Analysis, Comparative Education, Educational Philosophy, Educational Trends, Elementary Secondary Education, Higher Education, *Intellectual Disciplines, Literature Reviews, *Psychology, *Research Needs, State of the Art Reviews

The paper presents an overview of developments within the discipline of psychology from the early 19th century until the 1980s. Emphasis is placed on differences between Soviet and American schools of psychology teaching and research and on the possible role of Western European psychologists in bridging the gap between these divergent approaches. Major differences between America and Soviet approaches to psychology include that American psychologists stress behaviorism (study of behavior instead of mental states) and cognitive psychology (an information processing approach), whereas Soviet psychologists base their work on a Marxist philosophical framework (as in the work of Vygotsky during the 1920s) and on an action-oriented approach (actions are the main objects of study and are viewed in light of their relationship to the pursuit of an individual's goals). Until recently, the American processing approach and the East European action-oriented approach have developed almost entirely independently of each other. It is suggested that because Western European psychologists are familiar with both approaches, they can facilitate a more open exchange of ideas between Soviet and American psychologists and can help American psychologists benefit from the positive aspects of Soviet psychology including use and application of systematic teaching experiments and development of more sophisticated techniques of qualitative diagnosis. (DB)

ED 186 346 SO 012 601

*Herlihy, John G., Ed. Herlihy, Myra T., Ed.*

**Mainstreaming in the Social Studies. Bulletin 62.**

National Council for the Social Studies, Washington, D.C.
Pub Date-80
Note-105p.; Photographs throughout document may not reproduce clearly.
Available from-National Council for the Social Studies, 3615 Wisconsin Avenue, N.W., Washington, DC 20016 ($4.95)
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Educational Legislation, *Educational Needs, *Educational Objectives, *Educational Practices, Elementary Secondary Education, Equal Education, Learning Activities, Learning Disabilities, *Mainstreaming, *Social Studies, Teacher Role, Teaching Methods

The bulletin explores various aspects of mainstreaming handicapped youngsters into regular K-12 social studies classrooms. It is intended to give classroom teachers practical advice on dealing with the problems which have resulted from the passage of Public Law 94-142. Major problems include that handicapped youngsters often present an additional burden to already overworked teachers and that mainstreaming is sometimes contradictory to tasks to which teachers give higher priority. The bulletin is presented in 11 chapters. Chapters I and II define mainstreaming and explain the philosophy behind it. Mainstreaming provides the maximum degree of participation and inclusion for handicapped students so that they can profit from a regular classroom environment according to their ability. It was developed to extend civil rights to the handicapped and to make school more reflective of society. Chapters III, IV, and V discuss various modes of instruction used in mainstreaming classes including individualized instruction, involving resource teachers, developing student-centered activities, and grouping. Chapters VI through X suggest how to organize and present social studies content in a mainstreamed class, review mainstreaming practices currently in use, explain how to involve community organizations and teacher training institutions in the mainstreaming process, and offer a prologue for mainstreaming's future. The final chapter lists sources of additional information regarding mainstreaming. (DB)

ED 185 834 FL 011 303

*Born, Warren C., Ed.*

**The Foreign Language Learner in Today's Classroom Environment. Northeast Conference Reports.**

Northeast Conference on the Teaching of Foreign Languages, Inc., Middlebury, Vt.

Pub Date-79

Note-113p.; For related documents, see FL 011 304-308. Papers presented at the Northeast Conference on the Teaching of Foreign Languages (Washington, DC, April 19-22, 1979).

Available from-Northeast Conference, Box 623, Middlebury, VT 05753 ($6.00)

Pub Type- Collected Works - Proceedings (021)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Educational Assessment, *Educational Objectives, *Language Teachers, *Second Language Instruction, *Second Language Learning, *Teacher Role, *Teaching Methods

The following papers on the current status of the foreign language teaching profession are included: (1) The View on the Way Up: A Wider Perspective,'' by Wilga M. Rivers; (2) Educational Goals: The Foreign Language Teacher's Response,'' also by Rivers; (3) Cindy: A Learner in Today's Foreign Language Classroom,'' by Carol Hosenfeld; and (4) The Second Language Teacher: Reconciling the Vision with the Reality,'' by Gilbert A. Jarvis. (JB)

ED 185 875

HE 012 201

**Graduate Education. Advisory Centre Occasional Papers in University Education.**

Adelaide Univ. (Australia).

Pub Date-79

Note-48p.

Pub Type- Opinion Papers (120) - Collected Works - Proceedings (021)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Articulation (Education), College Role, Comparative Education, *Doctoral Degrees, Educational Objectives, *Employment Opportunities, Foreign Countries, Graduate Students, *Graduate Study, *Higher Education, Industry, *Masters Degrees, Needs Assessment, Research Methodology, Research Projects, *Research Skills, Seminars, Trend Analysis

Four papers presented at a seminar on graduate education sponsored by the Advisory Centre for University Education at The University of Adelaide and the Flinders University Educational Research Unit in Australia are presented. In  Teaching and Learning in Graduate Education: An Overview,'' Robert Cannon provides a background summary of developments and thinking about graduate education in Australia, Britain, and the United States. This paper has been revised in view of more recently published statistics, articles, and reports. In  Graduate Education: Some Issues,'' D. R. Stranks questions whether the assumptions often made about graduate education are appropriate for the 1980s. These questions are raised within the context of student, university, and employment constraints. In  Graduate Education: A View From Industry,'' G. R. R. Mawer draws attention to the limited mutual appeal of industry and people with postgraduate qualifications, and suggests that their educational experience must be broadened to enable them to cope with work in industrial environments. In  Postgraduate 'Training': Education or Indoctrination?,'' W. P. Rogers argues for the broadening of the education of Ph.D. students and advances arguments for altering the process of Ph.D. teaching to include seminars, coursework and broader areas of research involving a variety of methods, supervisors, and disciplines. (SW)

ED 185 912

HE 012 579

*Wine, Mary B.*

**Bibliography on Proprietary Postsecondary Education, 1980. A Selected List of Current and Classic Titles on Postsecondary Education of Interest to Business School Educators.**

Association of Independent Colleges and Schools, Washington, D.C.

Pub Date-Jan 80

Note-15p.

Available from-Association of Independent Colleges and Schools, 1730 M ST. NW, Suite 600, Washington, DC 20036 ($2.00) Washington, DC 20036 ($2.00)

Pub Type- Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Accreditation (Institutions), Adult Education, Counseling, Dropouts, Educational Objectives, Educational Technology, Individualized Instruction, Measurement, Nontraditional Education, *Postsecondary Education, Programed Instruction, *Proprietary Schools, Research, Scholarly Journals, *Vocational Education

This bibliography of over 170 items on proprietary postsecondary education contains 10 sections: accreditation, adult and vocational education, general bibliographies, books and articles, dissertations and theses, encyclopedias, government reports, nontraditional education, research studies, and miscellaneous. The miscellaneous category contains such topics as college dropouts, careers, educational technology, trade and professional associations, a career school directory, a counselor's handbook, the research process, programmed education, a dictionary of education, a guidebook on presenting information to students, individualized instruction, instructional objectives, degree mills, and educational measurement. Most citations are from the 1960's and 1970's, with a few from the 1950's and earlier. (MSE)

ED 186 097 PS 011 297

**Master Plan of Operation for Preparing a Programme of Inter-Related Services for Children in Afghanistan, 1977-1978. Part I: The Framework; Part II: The Programme.**

United Nations Children's Fund, Kabul (Afghanistan).
Pub Date-77
Note-128p.; Not available in hard copy due to marginal legibility of original document.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Children, Curriculum Development, *Disadvantaged, *Educational Improvement, Foreign Countries, *Health Services, Inservice Teacher Education, Master Plans, *Mothers, Preschool Education, Primary Education, Program Descriptions, *Rural Areas, Rural Development, *Social Services, Water Resources
Identifiers-*Afghanistan

This Master Plan of Operation has two parts: The Framework and the Program. Part I (the Framework) sets out the articles of agreement between the Government of Afghanistan and the United Nations Children's Fund (UNICEF) concerning a 1-year program for the improvement of social services for children and mothers regarded as the most disadvantaged groups in rural areas. Part II (the Program) describes each project in the program and specifies the responsibilities of the relevant Government Ministries and Departments for their implementation. The Program consists of six components: (1) integrated rural development, centering on safe drinking water, women's activities and nutrition services; (2) delivery of health services and training of health personnel and village health workers; (3) rural water supply; (4) development of primary school curriculum and preservice and inservice teacher education to prepare teachers to use new textbooks; (5) support activities; and (6) development activities. (Author/MP)

ED 186 371 SP 015 796

*Savage, John A.*

**Teacher Corps Portraits. Four Case Studies.**

Nebraska Univ., Omaha. Center for Urban Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Dec 77
Contract-300-77-0156
Note-109p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-*American Indian Reservations, Change Agents, Community Characteristics, Coping, Group Dynamics, *Middle Class Culture, Social Background, *Spanish Americans, Student Attitudes, *Teacher Education, Teacher Interns, *Teaching Experience, *Urban Education

The experiences and observations of Teacher Corps teacher interns in four different cultural settings are related. The community characteristics, social and cultural values, and coping techniques of the inservice teachers in each of these locales are described. The sites chosen for these case studies were a Native American reservation, an inner-city school, a school located in a small town in mid-America, and a Mexican-American barrio. (JD)

ED 185 855 FL 011 346

**Persian Basic Course: Volume VII, Lessons 77-88.**
Defense Language Inst., Monterey, Calif.
Report NO.-PF0014S
Pub Date-Mar 66
Note-234p.; For related documents, see FL 011 338-350.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($4.00, accompanying cassettes $9.60)
Language-English; Persian
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC10 Plus Postage.**
Descriptors-*Audiolingual Methods, Communicative Competence (Languages), *Dialogs (Language), *Grammar, Instructional Materials, *Intensive Language Courses, Language Usage, Listening Comprehension, Military Science, Pattern Drills (Language), *Persian, Reading Comprehension, *Second Language Instruction, Standard Spoken Usage, Vocabulary Development, Writing Skills

The seventh of 10 volumes of a basic course in Persian is presented that is designed for use in the Defense Language Institute's intensive programs for native English speakers. The central feature of the daily lesson is the structured dialogue in which a number of grammatical features are systematically incorporated in a daily situation. Each lesson begins with a series of perception drill patterns to be used extensively prior to the introduction of the daily dialogue, which is followed by a translation in idiomatic English. The grammar analysis section contains a summary of the various functions and usage of a given item, and grammar drills utilize the new structural patterns as well as new vocabulary and review vocabulary. The reading and questions section consists of a narrative containing the assimilated lexical items. A list of new vocabulary introduced in the dialogue completes the daily lesson. This volume attempts to present common situations and the normal mode of speech appropriate to each situation in the dialogues. The reading section and dialogues are designed to prepare the student for understanding newspapers and radio/television. Military terminology is also introduced. Tapes accompany the text. (SW)

*Forman, Jeffrey*
**Older Adult Education.**
De Anza Coll., Cupertino, Calif.
Pub Date-29 Apr 80
Note-21p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Adapted Physical Education, *Community Colleges, *Community Recreation Programs, Course Descriptions, Dance Therapy, Disabilities, Exercise, *Health Education, Legal Responsibility, Lifetime Sports, Medical Case Histories, Medical Evaluation, Nursing Homes, Nutrition Instruction, *Older Adults, Outreach Programs, Records (Forms), Teacher Qualifications, Two Year Colleges
Identifiers-Card Games, Holistic Approach, Self Defense

In an effort to improve the quality of life for area senior citizens, De Anza College has established an older adult education program which combines adaptive physical education with holistic health care principles to instruct students in relaxation, nutrition, and physical activity. Classes are held in convalescent hospitals, retirement homes, and selected community centers, and care is taken to assure that instructors know their students' individual case histories. Handicapped students require a medical affidavit signed by a physician which details the student's condition and limitations; non-handicapped seniors must sign a release form indicating that they do not have any of six specified disabilities. All students fill out functional ability assessments which indicate the student's range of motion, ability to walk, and posture. Courses offered in the program include arm chair exercise, holistic physical education, yoga, contract bridge, exercise set to jazz, dance movement, minor sports, self-defense, and holistic health. Instructors are trained to avoid activities which are potentially dangerous and to monitor students for signs of fatigue or overwork. The descriptive report describes each of the courses that are offered, identifies potentially dangerous activities, and provides copies of the forms used to gather information for the student case histories. (JP)

ED 186 217 SE 030 429

*Beatty, Leslie And Others*

**Matematicas Para La Escuela Primaria, Grado 4 (Parte 1), Comentario. Traduccion Preliminar de la Edicion en Ingles Revisada. (Mathematics for the Elementary School, Grade 4, Part 1, Teacher's Commentary. Preliminary Translation of the Revised English Edition).**

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-67
Note-511p.; For related document in Spanish, see SE 030 430. Contains occasional light type.
Language-Spanish
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF02/PC21 Plus Postage.**
Descriptors-*Arithmetic, *Bilingual Education, *Elementary Education, *Elementary School Mathematics, Grade 4, Instructional Materials, *Mathematics Curriculum, Mathematics Instruction, *Teaching Guides
Identifiers-*School Mathematics Study Group

This is Part 1 of the teacher's commentary for the grade 4 mathematics program. Part 1 includes the commentary for chapters 1 through 5. Topics covered include congruence, numbers and number bases, subtraction of numbers, division of numbers, and elementary geometry. References to the student text are cited. (RH)

ED 186 397 SP 015 936

*Buffie, Edward G.*

**A Job Search Model for the Eighties.**

Pub Date-May 80

Note-19p.

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Employment Interviews, Job Applicants, *Job Application, *Job Search Methods, Teacher Distribution, *Teacher Employment, *Teacher Placement, *Teacher Selection, Teacher Supply and Demand

This guide presents a step-by-step procedure for education graduates seeking their first teaching position. The job search process is broken down into five phases: arranging for transcripts and letters of recommendation, identifying job location possibilities, correspondence with schools that are likely to have positions available, the interview, and follow-up. Also included are tips on conduct at interviews and resume writing. (RJG)

ED 185 894 HE 012 518

*Delaney, Harold And Others*
**Views on System Governance. AASCU Studies, No. 2, 1980.**
American Association of State Colleges and Universities, Washington, D.C.
Pub Date-Feb 80
Note-27p.
Available from-American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036
Pub Type- Opinion Papers (120)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Administrative Organization, Administrator Role, Board Administrator Relationship, *Centralization, College Administration, Community Colleges, Consortia, Coordination, Decision Making, Faculty College Relationship, *Governance, Government School Relationship, Higher Education, *Institutional Autonomy, Intercollegiate Cooperation, Organizational Change, *State Boards of Education, *State Colleges, States Powers, State Universities, *Statewide Planning, Student College Relationship, Student Participation
Identifiers-Colorado, Illinois

Four articles on changing governance patterns of state colleges and universities are presented. In State Control vs. Campus Autonomy: A Struggle for Balance,'' Donald E. Walters discusses the distribution of power in Illinois' system of systems'' governance structure. In Illinois several multi-campus university systems coexist; each is controlled by a separate governing board and is subject, to a greater or lesser extent, to the jurisdiction of a statewide board charged with coordination. In Minimizing the Loss of Campus Autonomy,'' Harold Delaney considers factors that influence the magnitude of the loss of freedom or autonomy from statewide coordination and, at the same time, factors that affect the compensation for that loss. In Colorado Consortium of State Colleges: Sharing Authority and Responsibility,'' John A. Marvel discusses a new form of governance premised on a procedure that begins with the involvement of the faculties and administrators of all the colleges. The four institutions of the consortium are described, and outcomes of consortium governance are reviewed. In Restrictive Aspects of Centralized Governance,'' Albert N. Whiting discusses centralized governance of higher education in relation to the quality of education provided. Difficulties faced by administrators of colleges (chancellors and/or presidents) operating under centralized governance systems are considered. (SW)

ED 185 931 HE 012 639

*Stimac, Michele*

**Humanism Begins at Home.**

Pub Date-76
Note-8p.
Journal Cit-Pepperdine Commentator; v1 n1 p7-12 Fall 1976
Pub Type- Collected Works - Serials (022) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*College Faculty, College Students, *Evaluation Criteria, Higher Education, Reliability, Research Problems, *Student Evaluation of Teacher Performance, *Teacher Effectiveness, Teacher Improvement, *Teacher Morale, Validity

The trend of student evaluation of college faculty performance is documented, and implications for humanization of the university are considered. Research in the area of teacher evaluation is cited, and it is proposed that reviews of the literature on student evaluations indicate by and large that student ratings are reliable and valid, even though there is a large body of dissenting opinion. Students have obtained significant influence in evaluation of teaching effectiveness, and administrators are thought to be viewing student evaluation of teacher effectiveness as more reliable and valid than colleague evaluation or informal observation. There still remains the question of how feedback on teacher performance can be used constructively for teacher growth and improvement. Evidence seems to support the notion that teacher morale has declined decidedly on many campuses. It is suggested that if inept methods of evaluation and accountability pressures cause poor morale of faculty members, there is a need for reanalysis of the issues. Clarification of whether evaluation of instructors is to improve teaching effectiveness or to determine who will be promoted or tenured is needed. Student ratings need to be carefully weighed in view of the complexity of the nature of the process. Until further research is accomplished to develop sophisticated and tested evaluation forms, current student evaluation should be kept in perspective. (SW)

ED 185 994 IR 008 326

*Nwoye, S. C.*

**The Consequences of Extending a Country's Library Legislation to the Inclusion of Academic Libraries, with Special Reference to Nigeria.**

Pub Date-Aug 79

Note-30p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). For related documents, see IR 008 306, IR 008 309-312, IR 008 326, IR 008 341, IR 008 352, IR 008 359, IR 008 369 and IR 008 371. Best copy available.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Academic Libraries, *Developing Nations, *Legislation, Libraries, Library Administration, Library Networks, *Library Planning, Library Services

Identifiers-*Nigeria

An aspect of library legislation which is generally ignored is legislation that promotes the utilization of academic libraries to maximize the potential of a nation's resources. From the available literature it would seem that library legislation in developing nations still conforms strictly to the traditional view that library legislation should be restricted to enabling laws and depository obligations. This is certainly true of Latin America and the Caribbean. The defeat of S. R. Ranganathan's proposals for a Union Library in India in 1948 deprived developing nations of a shining example of a model library law. An overview of library legislation in Nigeria makes clear that the nation has followed essentially the enabling and depository law pattern. Academic libraries are depository only, enjoy no privileges established by law, and have few binding legal obligations to the outside community. While a number of universities have recently made some moves towards sharing their resources with their library-poor fellow countrymen, legislation supported by the academic community is needed to expand on the present base of academic libraries and establish a truly effective national library system. (RAA)

ED 186 059 JC 800 200

*O'Hara, Leonard F.*

**A Successful Training Program for Bilingual (Spanish/English) Nurse Aides.**

Pub Date- 80
Note-7p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Agency Cooperation, *Allied Health Occupations Education, Bilingual Education, *Bilingual Students, Bilingual Teachers, Clinical Experience, *Community Colleges, Economically Disadvantaged, Educational Certificates, Females, Hispanic Americans, *Job Training, Labor Force Development, *Nurses Aides, Program Content, Program Descriptions, *Spanish Speaking, Two Year Colleges
Identifiers-Comprehensive Employment and Training Act

In view of the relative absence of Spanish-speaking personnel at area health care delivery sites, Northampton County Area Community College (NCACC), with financial and administrative support from Lehigh Valley Manpower Organization (a Comprehensive Employment and Training Act agency) and input from the Council of Spanish Speaking Organizations of the Lehigh Valley, implemented a bilingual nurse's aide training program designed to impart bilingual Hispanics with the vocabulary and skills of a nurse's aide. The six week course, taught by two bilingual nurses in the summer of 1979, was based on two texts: The Nurse Assistant'' by Donovan, et al., and a specially prepared 40-page syllabus. Major instructional topics included communications and interpersonal relationships; hospital environment and safety; positioning and exercise; surgical asepsis; and observation, recording, and reporting. The students, who met the qualifications of bilingualism, literacy, local residency, extended unemployment, and financial exigency, were instructed Monday through Thursday at the college's nursing laboratory. Clinical experience was provided each Friday at the county convalescent home. Besides access to the usual college services, students were provided with day care and transportation support. Of the 16 students enrolled, 15 completed the program and subsequently took part in an eight-week hospital practicum. (JP)

ED 186 141 PS 011 438

**Child Development Associate. Parent/Teacher Community Relations.**

Eastern Oklahoma State Coll., Wilburton.; Oklahoma Child Development Associate Policy Advisory Council, Midwest City.; Oscar Rose Junior Coll., Midwest City, Okla.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date- 76
Grant-DHEW-OCD-6-C-15
Note-93p.; For related documents, see PS 011 430-437 and PS 011 439-447.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Reference Materials (130)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Child Caregivers, *Competency Based Teacher Education, Day Care, Early Childhood Education, Ethnic Groups, Learning Activities, Meetings, Parent Participation, *Parent Teacher Cooperation, Postsecondary Education, *Preschool Teachers, Resource Units, *School Community Relationship, *Training, Volunteers
Identifiers-*CDA, Child Development Associate

One of a series of 18, this Child Development Associate (CDA) training module provides a guide to establishing effective working relationships among parents, teachers and community members. Upon completion of the module the CDA trainee is expected to be able to communicate with parents through telephone, letters, home visits, conferences, bulletin boards, meetings, and notes; integrate community and classroom through field trips and visitors from the community; provide learning experiences which emphasize the importance of each family; keep records confidential; conduct and participate in parent meetings; coordinate parents and center expectations; promote volunteer help in the center; and listen to parents and use their suggestions appropriately. A procedure by which trainees can evaluate their strengths and weaknesses is suggested in the second chapter of the module. Subsequent chapters discuss working with parents, working with volunteers, working with the community, and activity development. The module also provides 13 learning activities, ranging from home visits to parent education.

Supplemental reference books, pamphlets, films, filmstrips and cassette tapes are listed. (RH)

ED 186 160 RC 011 875

*Parent, F. Dale Frese, Wolfgang*

**Southern Urban Aggies: A Preliminary Look.**

Spons Agency-Department of Agriculture, Washington, D.C.; Mississippi Agricultural and Forestry Extension Service, Jackson.
Pub Date-Feb 80
Note-18p.; Paper presented at the Southern Association of Agricultural Scientists meeting (Hot Springs, AR, February, 1980). Publication contributes to USDA Cooperative State Research Service Southern Regional Project S-114, Defining and Achieving Life Goals: A Process of Human Resource Development''.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Agricultural Colleges, Agricultural Education, Aspiration, Black Colleges, *College Students, *Enrollment Trends, Higher Education, Land Grant Universities, Occupational Aspiration, *Place of Residence, *Rural Urban Differences, Rural Youth, *Student Characteristics, Urban Youth
Identifiers-*United States (South)

Contrary to recent national trends, enrollments at colleges of agriculture have increased 181% between 1963 and 1976, with an ever increasing proportion of agricultural students coming from urban backgrounds. During the spring of 1977, mail questionnaire data were collected from 3,175 undergraduate ag'' majors (93.8% White and 6.2% Black) enrolled in colleges of agriculture at land-grant universities in 13 southern states. Findings indicated that about 57% of the students were from urban areas; 41% of the rural students came from farms and the other 52.9% came from rural non-farm areas; males comprised about 75% of the agriculture student body; since their childhood, a majority of the parents had moved to more urban areas while those reared in urban areas had tended to remain there; agriculture students from urban areas both aspired to and expected more education than those from rural areas; 62% of the students were in traditional fields of study; urbanites comprised at least 60% of students enrolled in non-traditional majors (forestry and wildlife, preveterinary medicine, landscape architecture, biological science, and food science); 78% of students had had some agricultural work experience; students showed a preference for eventually living in areas similar to those in which they currently resided. Findings suggest that the image of farming and agriculture as a whole will continue to change as more and more college educated city-dwellers enter these occupations. (NEC)

ED 186 245 SE 030 590

*Tamir, Pinchas Amir, Ruth*

**Retrospective Curriculum Evaluation: An Approach to Evaluation of Long Term Effects.**

Pub Date-Apr 80

Note-34p.; Paper presented at the annual meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Contains occasional light and broken type.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Academic Achievement, Biology, College Science, *Curriculum Evaluation, Educational Research, *Evaluation Methods, *Higher Education, *Learning Theories, Retention (Psychology), *Science Education, Undergraduate Students

This study attempted to measure the functional availability of knowledge and skills acquired in high school biology as they affect the achievement of students in a first year university course. The study, referred to as retrospective curriculum evaluation, uses a self-assessment instrument, the Knowledge and Prior Study Inventory (KPSI). An analysis of the results is given with reference to their high school preparation in biology and interpreted with reference to Ausubel's learning theory. (Author/SA)

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ED 186 246 SE 030 598

**A Guide for the Keakealani Outdoor Education Center: A Camp Program.**

Hawaii State Dept. of Education, Honolulu.

Report NO.-TAC-76-1105

Pub Date-Mar 76

Note-41p.; Not available in hard copy due to copyright restrictions.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Camping, Class Activities, *Conservation Education, *Curriculum Development, Ecology, Elementary Education, Environment, *Environmental Education, Field Trips, *Instructional Materials, Interdisciplinary Approach, Natural Resources, *Nature Centers, *Outdoor Education

This guide is intended to assist teachers in incorporating the resources of an outdoor education center into their existing curricula. The guide describes the camp program and presents the major goals and objectives of the camp experience. Instructional scheme and topical areas are described. Procedures for implementation of the program are explained, and a week's schedule of activities is outlined. Example lessons are suggested in the guide. The guide can serve as an example for others developing similar programs. (Author/RE)

ED 186 271 SE 030 717

*Smith, Susan R. And Others*

**Validation of Three Instructional Modes With Conservers and Nonconservers of Length Using Linear Metric Measurement.**

Pub Date-Apr 80
Note-19p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Cognitive Processes, *Educational Research, *Elementary Education, *Learning Theories, Mathematics Education, *Measurement, Metric System, Problem Solving, Science Education, *Teaching Methods

This study attempted to gather empirical evidence to guide educators in their teaching of linear measurement to primary school children. It attempted to answer the question What modes of instruction are most effective for teaching linear measurement concepts to conservers and nonconservers of length?'' (as defined by Jean Piaget), using a nine-item test designed by the investigators, and various modes of instruction (as defined by Jerome Bruner). The authors report that: (1) primary pupils can learn to measure with non-standard and standard units of length; (2) iterative measurement is a difficult concept for them; (3) the manipulative mode is more effective than the graphic and symbolic modes; and (4) conservation measures and I.Q. measures seem to overlap in their effect on learning. (Author/SA)

ED 186 292 SO 012 279

*Strubbe, Mary A.*

**Aging in America: Fact, Fiction and Feeling.**

Pub Date-79
Note-107p.; Presented at Annual Meeting of the National Council for the Social Studies (Portland, OR, November 20-24, 1979). Not available from EDRS in paper copy due to poor reproducibility of original document.
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Age Discrimination, Age Groups, *Aging (Individuals), *Attitude Change, Attitude Measures, Mass Media, *Negative Attitudes, *Older Adults, Quality of Life, Secondary Education, Social Studies, Stereotypes, *Student Attitudes, Units of Study

Thirteen lessons on aging in America, appropriate for the secondary school level, are presented. Each lesson is designed to take approximately one day and includes the goal, objectives, background information, reproducible student handouts, materials and equipment needed, procedures, and evaluation forms. In the first lesson students examine their feelings and beliefs about aging. Subsequent lessons identify changing demographic and social characteristics of older people in the United States, examine the diversity of the older population, determine criteria for judging oldness,'' and analyze growing older in the United States through examining popular song lyrics. Also, students discuss the effects of age-grading (the process of judging certain behaviors as appropriate or inappropriate for certain age-groups), the mass media as reinforcers of age stereotypes, and the needs and problems of older people, including their housing needs. Other topics include the role of work in society and its impact on the older population, the validity of pervasive age stereotypes, and methods for improving the quality of life for older Americans. A three-page test of concepts and issues and a list of teacher resources conclude the document. (KC)

ED 185 835 FL 011 304

*Rivers, Wilga M.*

**The View on the Way Up: A Wider Perspective.**

Pub Date-79

Note-8p.; Address presented at the Northeast Conference on the Teaching of Foreign Languages (New York, NY, April 13-16, 1978).

Available from-Not available separately; See FL 011 303.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Information Analyses (070)

**Document Not Available from EDRS.**

Descriptors-*Educational Trends, *Second Language Instruction, *Second Language Learning, Second Language Programs, *Student Educational Objectives, *Student Interests, Student Needs, *Teaching Methods

Trends in foreign language education in the United States have addressed themselves to the questions Who?'' What?'' Why?'' and How?'' In the period when the grammar translation method was in vogue, Who?'' was answered by the other three questions, since this approach to foreign language instruction was appropriate only for an intellectual elite. During the audiolingual period, national interest was emphasized in answering Why?'' What'' was spoken language, and How'' was with the use of drills to reinforce supposed cognitive'' patterns of language acquisition. Who'' was again subordinated to the other three interrogatives, as students who could not sustain the regimen dropped or were dropped from language programs. A third development was natural language learning, in which the process of first language acquisition was superimposed on a methodology'' of second language education that emphasized social interaction. The current state of instruction completes the advancement of who'' and starts with the premise that what,'' how,'' and why'' are largely up to the students themselves. There is every indication that today's students are very interested in foreign language study for a wide variety of reasons. They deserve access to a variety of methodological approaches to meet their individual needs. (JB)

ED 185 951 HE 012 674

*Daniel, Gary Shelton*
**College Environmental Study.**
Pub Date-8 Feb 80
Note-22p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, February 8, 1980)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Classification, *College Environment, Higher Education, Information Sources, *Institutional Characteristics, Organization Size (Groups), Regional Characteristics, *School Demography, School Location, *Student Characteristics, Student College Relationship

Ways to study and evaluate different types of college environments are discussed, and sources of practical information about specific types of colleges are presented. Three main types of approaches used to measure college environments concern student behaviors (amount of time spent studying), student perceptions (the college is highly competitive), and student personal characteristics (academic ability). Examples of objective instruments that have been used to study these areas are cited. Other studies use college catalogs, directories, governmental publications, college budgets, statistical abstracts, and books. Various categories of college environments can be conceptualized using regional criteria, size criteria, and other criteria. Nine types of college environments have been suggested by Pace (1963, 1968, 1971). A map of American college communities that demonstrates clustering in various geographical environments is included. A list of categories of environmental dimensions of colleges is appended. (SW)

*Hardy, Nancy F.*

**Maximizing the Effectiveness of Online Searching A Training and Education Model.**

Pub Date-79
Note-10p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Data Bases, *Models, *Online Systems, *Search Strategies, *Training Methods, Worksheets

Three aspects of training and education for online searching of bibliographic and databases are addressed: (1) the present status what is being taught, (2) a proposed model what needs to be taught, and (3) the implementation of the model who should teach what. The first section shows which organizations (library and information schools, information retrieval services vendors, database producers, and other online user groups) are engaging in which education and training activities: question negotiation, search strategy, evaluation of results, information retrieval system mechanics, database-specific information, and database loading characteristics by retrieval system. Basic competencies, search strategy development, and evaluation of results are the three major components of the model presented in the second section.

A sample worksheet is included. Finally, who should have the responsibility for teaching different aspects of online searching is briefly considered in the conclusion. (Author/JD)

ED 186 018 IR 008 383

*Norris, William C.*

**Technology: Our Tireless Servant. A Series of Booklets.**

Pub Date-78

Note-100p.; This series is made up of a number of papers presented by the author to national and international groups with interests in technology.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Computers, Education, *Educational Technology, Employment, Inner City, *Innovation, *Problems, Rural Areas, *Technological Advancement, *Technology, Technology Transfer, Urban Areas

Presented are a series of papers in which Mr. William C. Norris, Chairman and Chief Executive Officer of Control Data Corporation, explores ways in which technology can be employed to solve many of society's problems. Papers included are: Technological Cooperation for Survival; Via Technology to a New Era in Education; A Policy for Export of Products and Technology; Technology and Full Employment; Back to the Countryside Via Technology; Harnessing Technology for Better Urban Living; Technology for Improving the Image of Business; and Technology for The Inner City Experience and Promise. (RAO)

ED 186 178 RC 012 009

*Engstrom, Gerald A.*

**Mexican-American and Anglo Students' Perceptions of Class Climate.**

California Univ., Los Angeles.; Institute for Development of Educational Activities, Los Angeles, Calif. Div. of Research.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 80

Grant-NIE-6-79-0100

Note-24p.; Paper presented at the Annual American Educational Research Association meeting (Boston, MA, April 7-11, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Anglo Americans, Class Organization, *Classroom Environment, Classroom Techniques, *Educational Environment, Ethnicity, *Mexican Americans, *Perception, Secondary Education, *Student Attitudes, Student Evaluation of Teacher Performance, Students, Student Teacher Relationship, *Whites

Undertaken to better understand Mexican American and Anglo students' perceptions of their school experience, the study sampled 30 classes in a 462-student junior high school with a 50/46% Hispanic/Anglo racial/ethnic composition and 46 classes in a 696-student high school with a 42/53% Hispanic/Anglo composition. Each student in the sampled classes responded to a questionnaire including 18 dimensions measuring teacher concern, teacher punitiveness, teacher authoritarianism, teacher favoritism, teacher enthusiasm, peer esteem, student decision-making, classroom dissonance, student competitiveness, student cliqueness, teacher clarity, student satisfaction, student compliance, student apathy, classroom physical appearance, knowledge of results, task difficulty, and class organization. Analyses of the data indicated that Mexican Americans seemed to have more positive perceptions of their classes in spite of the fact that as a group they had lower achievement than the Anglos at these two schools. The Anglo subgroup perceived more teacher favoritism'' and more student cliqueness'' in the classes than did the Mexican Americans. While the climate scales were more reflective of characteristics of the class than of characteristics of separate subgroups, salient subgroup difference did affect the extent of congruence among members of the class. However, the differences between the two subgroups did not appear to be of a large enough magnitude to help explain the difference that the two groups encounter in the public schools. (NEC)

ED 186 197 RC 012 030

*Johnson, Frank*

**Tlingit Survival Practices and Stories with Activity Folder.**

Ketchikan Indian Corp., Alaska.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-79

Note-47p.; Part of the Southeast Alaska Native Materials Development Project. For related documents, see RC 012 020-029. Colored pages may not reproduce clearly.

Available from-Ketchikan Indian Corporation, P.O. Box 6855, Ketchikan, AK 99901 (booklet $2.00, activity folder $0.50)

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Alaska Natives, *American Indian Culture, American Indian Education, *American Indian Studies, Cultural Activities, *Cultural Background, Elementary Education, Food, Illustrations, *Instructional Materials, Learning Activities, Outdoor Activities, Risk, Safety Education, Tribes, *Vocabulary Development

Identifiers-Alaska (Southeast), Ethnic Heritage Studies Program, *Survival Skills, *Tlingit (Tribe)

Students learn Tlingit survival practices and lore in this booklet of stories and learning activities. Five readings discuss fire making methods, edible wild foods, weather conditions, and shelter; information is related to the resources of Southeast Alaska and to typical survival situations; e.g., storms at sea and dense fogs. Narratives relate one legendary and one factual survival story. Suggested activities for students include interviewing friends and relatives to learn additional survival practices and stories of survival; identifying edible foods of Southeast Alaska woods, streams, and beaches; and using primitive methods of fire building. An attached activity folder of 14 worksheets and answer keys provides games to build vocabulary related to the readings, hypothetical survival problems for group and individual solution, and directions for making kites and simulating fog. (JH)

ED 186 347 SO 012 603

*Mitchell, Douglas E. And Others*

**Social Science Impact on Legislative Decision Making. A Study of Factors Affecting the Utilization of Social Research and Evaluation in Three State Legislatures. Final Report.**

California Univ., Riverside.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 79

Grant-NIE-G-76-0104

Note-386p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC16 Plus Postage.**

Descriptors-Behavioral Science Research, Behavior Patterns, *Decision Making, Information Utilization, *Legislators, *Policy Formation, Political Influences, *Politics, Research Methodology, *Social Sciences, State Legislation, *Systems Analysis, Use Studies

This research report describes an analysis of the ways state legislative policy makers in Arizona, California, and Oregon engage in the process of turning political interests and pressures into public policies. The purpose is to provide insights into the overall processes of social science utilization within state legislatures, using a behavioral orientation. The report is presented in six chapters. Chapter I offers background information and an overview of the study. Chapter II explains the variations of decision-making behavior and social science utilization as occurring in four distinct stages. Chapter III examines three approaches to studying how decision making within the system is controlled, and chooses the role-orientation model as most useful for this study. Chapter IV reviews technical issues relating to the design, sampling, and methods of data collection and analysis, as well as an assessment of limitations on validity and reliability. Chapter V presents data analysis and findings in four areas: origins of legislative orientations, linkage between orientation and the stages of workflow, relationship between orientation and workflow involvement, and the impact of social science on the formation of legislative policies. Chapter VI identifies five conclusions and makes recommendations for the improvement of legislative operations, the improvement of social science utilization, and further legislative research. (CK)

ED 186 372 SP 015 797

*Houston, W. Robert And Others*

**Assessing School/College/Community Needs.**

Nebraska Univ., Omaha. Center for Urban Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date-78

Contract-300-77-0156

Note-294p.

Pub Type- Guides - Non-Classroom (055) - Reports - Evaluative (142) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC12 Plus Postage.**

Descriptors-*Change Strategies, Community Planning, *Cooperative Planning, Data Collection, *Decision Making, Educational Objectives, *Evaluation Methods, *Guidelines, *Needs Assessment, Policy Formation, Program Evaluation

This resource guide for initiating assessments of educational needs provides perspectives concerning possible and feasible ways to plan, organize, and implement such an assessment. The essence of needs assessment is discussed and a perspective on the effort is given. Crucial planning processes for a needs assessment are outlined and illustrative charts and procedures are presented. Ways in which to set goals, determine current conditions, analyze data, and implement change strategies are described. (JD)

ED 185 876 HE 012 202

*Claridge, Philip George Brian*

**Studio Design Work in First Year Architectural Education. Advisory Centre Occasional Papers in University Education.**

Adelaide Univ. (Australia).

Pub Date-79
Note-32p.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Architectural Education, *Building Design, Course Evaluation, *Course Objectives, Creative Thinking, *Curriculum Design, *Design Requirements, Higher Education, Learning Processes, Problem Solving, Professional Education, Student Evaluation

A course for first-year architectural students is described. The approach concentrated on developing an understanding of the nature of design activity through exploration of the kind of thinking that may be applied in order to improve the first-year studio work. The course is based on the following premises: (1) it is possible and educationally desirable to separate a thinking process from any product that results from that process; and (2) beginning students bring with them knowledge and experience from their everyday life that provide a useful starting point for investigation of the activity of design, and it is desirable to proceed from this starting point. Studio work consistently differentiated between work relating to learning about the nature of design (process) and work where the end product of the process was the main concern. The pattern of work was: a project in which an intuitive approach towards satisfying certain design conditions was indicated; a series of projects aimed at exploring particular aspects of the process now shown to be a natural way of proceeding towards some desired future state and relating this to architectural needs; and an exercise designed to reach a satisfactory architectural expression meeting the conditions set. Projects included accommodation for architecture library in an existing space, accommodation for medical general practitioners, and an exhibition stand for solar energy hot water units. Implications of the approach for professional education are considered. (SW)

ED 185 913 HE 012 593

*Franklin, Paul*

**Beyond Student Financial Aid. Issues and Options for Strengthening Support Service Programs under Title IV of the Higher Education Act.**

College Entrance Examination Board, Washington, D.C.

Pub Date-Apr 80

Note-58p.

Available from-College Board Publication Orders, Box 2815, Princeton, NJ 08541 ($3.00).

Pub Type- Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Access to Education, Adult Students, Ancillary School Services, College Bound Students, *Compensatory Education, Cooperative Programs, Coordination, Counseling Services, Educational Finance, *Educationally Disadvantaged, Efficiency, Eligibility, Enrollment Trends, *Equal Education, Federal Aid, Federal Legislation, *Federal Programs, Government Role, Higher Education, Low Income Groups, Public Policy, Student Financial Aid, Student Motivation, Tutorial Programs

Identifiers-Educational Information Centers, Educational Opportunity Centers, *Higher Education Act Title IV, Special Services for Disadvantaged Students, Talent Search, Upward Bound

Current practices and future directions are examined for the federal student support service programs known as TRIO (Talent Search, Upward Bound, Special Services for Disadvantaged Students, and Educational Opportunity Centers) and the Educational Information Centers program. The TRIO programs identify low income and educationally disadvantaged students, motivate and counsel them in their pursuit of secondary educational alternatives, and provide guidance, tutorial, and other services following college entry. Educational Information Centers have a broader mandate to serve all students who need information, counseling, and referral services. It is felt that these programs are a crucial element of national policy to equalize opportunity, and have been neglected. Trends in college enrollment and populations, in student aid availability, and in adult learning underline the growing importance of these programs. This report assesses issues and options in these Title IV programs: authorization level for the various programs; possible overlap and duplication among the programs; possible need to specify stronger integration or coordination among these or other programs for the disadvantaged; and groups to be served. Recommendations related to these issues are made for each program. Appended are two tables: (1) total program authorization and appropriations from 1965 through 1979; and (2) a history of TRIO allocation levels by program from 1966 through 1979. (MSE)

ED 186 041 IR 008 410

*Markey, Karen*

**Research Report on Analytical Review of Catalog Use Studies.**

Ohio Coll. Library Center, Columbus.
Report NO.-OCLC-OPR-RR-80-2
Pub Date-15 Feb 80
Note-61p.
Pub Type- Information Analyses (070) - Opinion Papers (120) - Reports - Evaluative (142)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Cataloging, Content Analysis, Evaluation, Indexing, Information Utilization, Library Catalogs, Library Surveys, *Research Methodology, *Search Strategies, *Subject Index Terms, *Use Studies
Identifiers-*OCLC

This review takes a critical approach in summarizing and evaluating the methodology and scope of catalog use studies, with emphasis on the subject approach to card catalog searching. Subject access is defined in this report; however, the process of subject searching, described repeatedly in library literature, has been based upon common sense understanding rather than systematic observation. The findings of catalog use studies are classified into: (1) generalizations on the physical format of the catalog, information found on the cards, catalog searchers' educational level or area of expertise, and reference assistance; (2) generalizations specific to subject searches, user characteristics, and the physical structure of the catalog; and (3) generalizations specific to known-item searches and nonstandard information, failure at the catalog, and author-title information. The major reviews of catalog use studies and their methods are also covered. A bibliography of catalog use studies and a cited author index are provided. (Author/RAA)

ED 186 098 PS 011 306

**Analysis of Health, Education and Welfare Day Care Requirements.**
National Black Child Development Inst., Inc., Washington, D.C.
Pub Date-20 Jul 79
Note-31p.
Pub Type- Information Analyses (070)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Day Care Centers, *Educational Policy, *Educational Quality, *Federal Regulation, *Health, *History, Nutrition, Parent Participation, Physical Environment, Program Content, Safety, Social Services, State Agencies, Student Teacher Ratio, Training

Identifiers-*Department of Health Education and Welfare

This document analyzes Department of Health, Education and Welfare (DHEW) regulations for day care centers and homes. New DHEW day care proposals are paraphrased and the content and history of related regulations are summarized. Topics discussed include definitions, applicability, Office of Education waivers, program activities for children, training, nutrition, health and safety, physical environment, social services, parent involvement, group sizes and staff-to-child ratios, monitoring of compliance, State Agency waivers, future review of day care regulations, the State Agency Advisory Council and effective date of compliance. Since state agencies have complied inconsistently with federal regulations, it is recommended that DHEW specify minimal requirements of quality to be met by any adequate program if it is to provide beneficial services. (Author/RH)

ED 186 119 PS 011 400

*Stager, Susan Ferencz Burke, Peter*

**Body Build Stereotypes: A New Methodology.**

Indiana Univ., Bloomington. Dept. of Sociology.
Spons Agency-Public Health Service (DHEW), Washington, D.C.
Pub Date-Apr 80
Grant-PHS-T32-MH-14588-02
Note-17p.; Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 17-19, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Age Differences, Body Height, Body Image, Body Weight, Elementary Education, *Elementary School Students, *Identification (Psychology), Individual Differences, *Physical Characteristics, *Self Esteem, Sex Differences, *Stereotypes

Using the interactionist framework and semantic differential and discriminant analysis techniques, the study sought to determine (a) the existence of body build stereotypes, (b) the extent of identification with these stereotypes, and (c) the effect of such identification upon the child's self evaluation. The subjects were 388 children in grades four to eight from a midwestern community. All subjects were white and had predominantly middle class backgrounds. Subjects completed the Piers-Harris Children's Self Concept Scale and semantic differential ratings of the Global self concept and the body build concepts of SKINNY GIRL'', FAT GIRL'', SKINNY BOY'', and FAT BOY''. Measures of weight and height were obtained using a standard weighing scale and wall chart. Fat child and skinny child stereotypes were found to be invariant across age and sex groups and did not appear to be gender specific. Actual fatness was found to be generally related to identification with a body build stereotype, but not strongly so. Low self esteem was a concomitant of identification with the fat child stereotype. (Author)

*Beatty, Leslie And Others*

**Matematicas Para La Escuela Primaria, Grado 4 (Parte 2), Comentario. Traduccion Preliminar de la Edicion en Ingles Revisada. (Mathematics for the Elementary School, Grade 4, Part 2, Teacher's Commentary. Preliminary Translation of the Revised English Edition).**

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-67

Note-458p.; For related document in Spanish, see SE 030 429.

Language-Spanish

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC19 Plus Postage.**

Descriptors-*Arithmetic, *Bilingual Education, Elementary Education, *Elementary School Mathematics, Geometry, Grade 4, Instructional Materials, *Mathematics Curriculum, Mathematics Instruction, *Teaching Guides

Identifiers-*School Mathematics Study Group

This is Part 2 of the teacher's commentary for the grade 4 mathematics program. Part 2 includes the commentary for chapters 6 through 10. Topics covered include addition and subtraction, multiplication and division, geometrical figures, lines and lineal measurement, and fractions. (RH)

ED 186 311 SO 012 545

*Morehouse, Ward*

**Opening or Closing Our Window on the World? The Media and the Academy in International Affairs.**

Council on International and Public Affairs, New York, N.Y.

Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date-Dec 79

Contract-G007802364

Note-59p.

Available from-Council on International and Public Affairs, 60 East 42nd Street, New York, NY 10017 ($5.50)

Pub Type- Reports - Descriptive (141) - Information Analyses (070) - Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Career Education, Continuation Education, Credibility, Cultural Interrelationships, *Education, Foreign Policy, Higher Education, *Influences, *Information Needs, International Education, Journalism, *Knowledge Level, *News Media, Public Affairs Education, Secondary Education, Universities, *World Affairs, World Problems

Relationships between mass-media coverage of international affairs and university-based expertise in international, language, and area studies are investigated. The report is presented in three major sections. Section I poses issues for debate: How important is media in informing the American public about world affairs? Does it really matter if people are informed? and How can the autonomy and integrity of the media be maintained? Ideas for action are also posed and include improving survey data about interest in international news, presenting the local angle on international news, and encouraging media cooperation with world affairs experts in universities. Section II explores the connection between the media and universities in international affairs. Topics discussed include strengthening the connection, improving career education in media-related fields, and reviewing research on the media and on international affairs. Section III relates American understanding of world problems to the media and to institutions of higher education. The conclusion is that area and language studies have improved greatly in recent years but that not enough attention has been paid to the professional information needs of journalists and others in the field of mass media. A bibliography concludes the report. (DB)

ED 186 329 SO 012 570

*Barone, William P. Agostino, V. Robert*
**Reading Competence in Social Studies.**
Pub Date-79
Note-29p.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Cloze Procedure, *Content Area Reading, Criterion Referenced Tests, *Diagnostic Tests, Educational Needs, Elementary Secondary Education, Readability, Reading Comprehension, Reading Difficulties, Reading Skills, *Social Studies, Standardized Tests, Teaching Methods

Reading instruction is being incorporated as a natural part of the social studies curriculum because of the emphasis which is being placed on basic skills and teacher accountability. In order for long term improvement of reading/social studies skills to occur social studies teachers must develop a systematic and deliberate approach to reading instruction in their classrooms. To determine their students' reading abilities, most teachers are now using standardized tests. The paper argues that the data from tests have little instructional value and often convey a misleading notion about student achievement. The standardized tests should be replaced by criterion-referenced tests. The data which the latter yield are specific enough to permit a teacher to write a lesson or design a learning experience. As a model for classroom testing, the authors suggest that teachers use Larry A. Harris' inverted pyramid'' model. The total group is first tested at the macro level using the CLOZE technique. For those students who demonstrate an acceptable level of mastery, testing is ended. Students not screened out at this level are tested using other diagnostic techniques including CRISS (Content Reading Inventory in Social Studies) which was developed by the authors. Ultimately, the point of the inverted pyramid'' is reached in which individual students are being tested on their knowledge of specific skills and concepts. The paper concludes by describing additional techniques that teachers can use with students to help them acquire specialized social studies reading skills such as organizing concepts. (Author/RM)

ED 186 398 SP 015 938

*Rothenberg, James*

**Ecological Theory of Teaching. Task Structure Analysis of Three Fourth-Grade Classroom Instructional Social Systems.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report NO.-ETT-79-1

Pub Date-Apr 79

Contract-OB-NIE-G-78-0103

Note-135p.; For related documents, see SP 015 753-755, and SP 015 877.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-Assignments, Behavior Patterns, *Class Organization, Classroom Environment, Classroom Techniques, Grade 4, *Grouping (Instructional Purposes), *Group Structure, Interaction, *Peer Influence, Social Structure, Student Teacher Relationship

The ecological theory of teaching views the classroom as a unit within which social and psychological interactions determine the learning patterns that will take place. Three fourth grade classrooms were observed to test and clarify this theory. A description is given of the characteristics of the pupils in each class, the teacher's instructional style and attitude, and the physical arrangement of the classroom. A comparison of the task structures of the three classes is presented, with emphasis on the grouping of students in large and small groups and the tasks assigned to those groups. An analysis is given of the relationship of the grouping and task assignments of the class to the formation of peer relations and friendships. (JD)

ED 185 856 FL 011 347

**Persian Basic Course: Volume VIII, Lessons 89-100.**
Defense Language Inst., Monterey, Calif.
Pub Date-Mar 66
Note-245p.; For related documents, see FL 011 338-350.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($4.15, accompanying cassettes $10.40)
Language-English; Persian
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC10 Plus Postage.**
Descriptors-Arabic, *Audiolingual Methods, Communicative Competence (Languages), Grammar, Instructional Materials, *Intensive Language Courses, Language Usage, Listening Comprehension, *Pattern Drills (Language), *Persian, *Reading Comprehension, Reading Materials, *Second Language Instruction, Standard Spoken Usage, Translation, Vocabulary Development, Writing Skills

The eighth of 10 volumes of a basic course in Persian is presented that is designed for use in the Defense Language Institute's intensive programs for native English speakers. This is the last book of the structural phase of the basic course series. Each lesson begins with a series of perception drill patterns to be used extensively prior to the introduction of the daily dialogue, which is followed by a translation in idiomatic English. A simplified and concise discussion of the use and function of Arabic derivatives in Persian is presented. The reading section of this volume is more extensive and more advanced in style; it represents a fair sample of the everyday written form of the Persian language. The homework section contains, for the first time, mostly translation materials. Grammar drills utilized new structural patterns as well as new vocabulary and review vocabulary. A list of vocabulary introduced in the dialogue completes the daily lesson. Tapes accompany the text. (SW)

ED 185 932 HE 012 640

*Young, Donna And Others*

**Selected Personality Variables of Students in Single-Sex and Coeducational Residence Halls.**

Pub Date-Apr 80
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Coeducation, *College Housing, *College Students, Females, Higher Education, Males, Personality, Self Concept, *Sex Differences, Sex Role, *Sex Stereotypes, Social Attitudes, *Student Attitudes

Selected personality variables of college students who reside under different living arrangements were studied to determine the effect of student's type of housing, gender, and enrollment classification. A sample of students living in residential halls at Maryville College were administered the Attitude Toward Women Scale (ATWS), the Bem Sex Role Inventory (BSRI), and Sex-Role Stereotype Questionnaire in the fall of 1977. In the spring of 1978 the inventories were readministered. Results indicate that differences/similarities on personality variables of students in different residence settings is related to the students' sex, enrollment classification, and type of housing. Females' attitudes toward women as measured by the ATWS were significantly more liberal than males' on both pretest and posttest measures. Men in coed halls had significantly more liberal attitudes toward women than men in single-sex halls. Based on BSRI results, students living in coed halls were fairly equally divided on masculine and feminine sex-role orientation. Men in single-sex dorms were more masculine in their orientation while women in single-sex dorms were more feminine. Sex-Role Stereotype Questionnaire results indicate that the college males and females viewed males and females in traditional roles. Although females showed more liberal attitudes toward women, their own self-report showed them to be traditional in social orientation and to incorporate feminine characteristics in their sex-role orientation. Recommendations for further research are offered. (SW)

ED 186 019 IR 008 384

*Swinton, Spencer S. And Others*

**The PLATO Elementary Demonstration Educational Outcome Evaluation. Final Report, Volumes I and II. Revised.**

Illinois Univ., Urbana. Computer-Based Education Lab.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Nov 79
Note-713p.; For a related document, see IR 008 386.
Pub Type- Reports - Research (143) - Reports - Evaluative (142) - Guides - Classroom - Learner (051)
**EDRS Price - MF04/PC29 Plus Postage.**
Descriptors-Case Studies, *Computer Assisted Instruction, *Elementary Education, Elementary School Mathematics, *Mathematics Instruction, *Reading Instruction, *Summative Evaluation
Identifiers-*PLATO

This report describes the implementation and evaluation activities of the University of Illinois Computer-Based Education Research Laboratory's demonstration of computer-delivered elementary reading and mathematics instruction in classroom settings using the PLATO system. Seven chapters include introductory material providing a context for the demonstration and an introduction to the PLATO system; descriptions of the Computer-based Education Research Laboratory, the curriculum project, and the evaluative data sources for reading and mathematics; implementation of the demonstrations; classroom activities presented from the role perspective of teachers, students, and classroom observers; the implementation of PLATO, depicted from both chronological and cross-sectional perspectives; achievement and attitude scale results; and the various test item results. Appendices contain five papers on pilot year analysis of the project; the demonstration year statistics; and all of the data collection instruments used during the project. (RAO)

ED 186 078 JC 800 275

**A Study on Handicapped Services.**
Trident Technical Coll., Charleston, S.C.

Pub Date-Jan 80
Note-63p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Accessibility (for Disabled), Access to Education, Admissions Counseling, Advisory Committees, Affirmative Action, College Admission, College Libraries, Community Resources, *Compliance (Legal), *Disabilities, Educational Counseling, Educational Policy, Federal Legislation, Federal Regulation, Financial Support, Grievance Procedures, Instructional Improvement, Job Placement, Legal Responsibility, School Registration, Self Evaluation (Groups), Student Financial Aid, Student Recruitment, Teacher Effectiveness, *Technical Institutes, Two Year Colleges, Veterans

Information and recommendations concerning the improvement of Trident Technical College's (TTC's) programs and services are presented in light of federal requirements and institutional obligations. An institutional statement outlining TTC's affirmative position toward educational access for the handicapped is followed by an enumeration of 13 recommendations for the improvement of services to the handicapped. These recommendations include the establishment of procedures and regulations for handicapped services and programs; the creation of a student review board, a handicapped advisory committee, and a handicapped awareness program; and the implementation of an instructional development program to assist faculty in identifying handicapped students and meeting their instructional needs. The report then outlines TTC's legal obligations under Section 504 of the Rehabilitation Act of 1973, and then examines present and suggested services for the handicapped in the areas of admission and registration, academic advisement, student financial aid, veterans' affairs, job placement, and library services. The remainder of the report examines available community resources for handicapped education, handicapped instructional needs, physical barriers, sources of funding, grievance procedures, evaluation of handicapped services, and the role of a proposed Program Accessibility Committee. (JP)

ED 186 142 PS 011 439

**Child Development Associate. Conceptual Science: From Atoms to Galaxies.**

Eastern Oklahoma State Coll., Wilburton.; Oklahoma Child Development Associate Policy Advisory Council, Midwest City.; Oscar Rose Junior Coll., Midwest City, Okla.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date- 76
Grant-DHEW-OCD-6-C-15
Note-82p.; For related documents, see PS 011 430-438 and PS 011 440-447.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Reference Materials (130)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Child Caregivers, *Competency Based Teacher Education, Day Care, Early Childhood Education, Learning Activities, Postsecondary Education, *Preschool Teachers, Resource Units, *Science Activities, *Science Education, Teacher Responsibility, *Training
Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module, one of a series of 18, provides a guide to science activities for preschool children. Objectives state that upon completion of the module the CDA trainee will be able to provide daily opportunities for science concept development; enhance children's problem solving abilities; stimulate creative thinking and problem solving through discovery learning; provide a science center; plan, execute and evaluate a minimum of 10 learning experiences in the biological and physical sciences; execute and evaluate five incidental science experiences; and expand the science experiences to include all sciences, such as hydrology, botany, chemistry and physics. Early sections of the module define terms and suggest a procedure by which trainees can evaluate their strengths and weaknesses. Subsequent chapters discuss the teacher's responsibility for science in the preschool, teaching science in the preschool, and activity development. The module also provides 15 learning activities, ranging from resource unit development to constructing a terrarium. Supplemental reference books, pamphlets, films, and children's books are listed. (RH)

*Chapline, Elaine B.*

**Teacher Education and Mathematics: Program Development and Evaluation.**

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-Apr 80

Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Curriculum Development, Elementary Secondary Education, Higher Education, *Mathematics Anxiety, *Mathematics Education, Mathematics Instruction, *Research, *Sex Differences, Sex Role, Sex Stereotypes, *Student Attitudes, Teacher Attitudes, *Teacher Education, Teacher Education Curriculum, Teaching Methods, Womens Education
Identifiers-*Mathematics Education Research

The Teacher Education and Mathematics (TEAM) Program has been developed to reduce mathematics anxiety and increase mathematics confidence and competence of teacher education students; to increase their perception of mathematics as female domain; and to develop their skills in identifying sex bias in curriculum materials and classroom practices. The project has aimed to produce a qualitative change in the teaching of mathematics and ultimately in the resulting educational experiences of children in the critical area of mathematics. Five mathematics modules, which include suggestions on both mathematics instruction and attitude development, are: Number Patterns, Approximation and Estimation, Metric Measurement, Choice and Chance, and Space. Additional attitudinal modules are: Demystifying Math, Sex-role Stereotyping in Mathematics, and Women and Mathematics. The summative evaluation data indicate that the program materials effectively reduced mathematics anxiety scores from pre- to posttest for a majority (77%) of students during pilot testing and for a majority (87%) during field testing. Questionnaire and interview data reveal increases in students' awareness of sex-role stereotyping in mathematics. Students indicated that they knew strategies for counteracting sex bias which they could use in their future work as teachers. (Author/MK)

ED 186 293 SO 012 454

*Wertsch, James V.*

**A State of the Art Review of Soviet Research in Cognitive Psychology.**

Pub Date-15 Jul 79
Note-94p.; Not available from EDRS in paper copy due to smearing throughout original document.
Pub Type- Information Analyses (070)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Behavioral Science Research, *Foreign Countries, *Psychology, *Research, Research Problems, Social Science Research
Identifiers-USSR

This paper outlines the theoretical foundations of Soviet psychology, analyzes major themes based on these foundations, and identifies relevance of Soviet psychological research for American investigators. Basic social and political factors that influence Soviet research include centralization of all scientific and academic endeavors and orientation of all psychology research toward the ideals of Marx and Engels. Major themes which govern psychological research are: 1) a genetic (developmental) theory which maintains that behavior can only be understood as the history of behavior; 2) a social interaction theory (human nature can be understood by examining human productive activity such as labor); 3) mediation (human psychological systems are mediated by sign systems such as speech and behavior patterns); 4) internalization (transfer of external actions to the plane of reflection); 5) motivation and intent (understood as a link between psychological processing and social action); and 6) goal setting (objectives of various activities at various levels of consciousness). For each of these themes, excerpts from major Soviet research works are presented and analyzed. Implications for western psychology research are related including that western researchers have largely ignored the importance of the regulative functions of speech, historical processes, the relationship of thought to language, and the relationship of cognitive processes to the overall nature of activity. (DB)

ED 185 836 FL 011 305

*Rivers, Wilga M.*

**Educational Goals: The Foreign Language Teacher's Response.**

Pub Date-79

Note-33p.; Paper presented at the Northeast Conference on the Teaching of Foreign Languages (Washington, DC, April 19-22, 1979).

Available from-Not available separately; See FL 011 303.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Opinion Papers (120)

**Document Not Available from EDRS.**

Descriptors-Career Education, Cluster Analysis, *Educational Objectives, *Educational Research, *Educational Trends, Language Teachers, Program Development, Questionnaires, *Second Language Instruction, *Second Language Learning, Second Language Programs, *Surveys

Educational goals and objectives of foreign language programs in the United States are described. Trends in objectives are divided into a practical and a personal domain. Practical considerations include: (1) the duty of the school systems to provide a thorough basic education for the taxpayers' dollars, (2) career education, (3) equality of educational opportunity, and (4) lifelong learning. Among personal considerations are: (1) personal development, (2) interpersonal communication, (3) multicultural education, (4) development of a global perspective, (5) developing the full potential of the gifted, and (6) revived emphasis on a humanistic and liberal education. Results of a survey of 580 foreign language teachers from around the world are reported. Seven focused approaches to language teaching are identified by clusters of choices of objectives that characterized teachers of given languages in given geographic areas. These clusters are compared to the author's predicted clusters. The realities, as opposed to the predictions, showed that most teachers related language learning to their students' career plans. Varying objectives within the United States and international differences in objectives are discussed. Suggestions for accommodating a language program to student needs are offered. The survey questionnaire is appended. (JB)

*Dale, A. J.*

**Two European Universities: A Report on Visits to Study the Administration of the University of Dijon and the University of Munster. An Occasional Paper.**

Conference of Univ. Administrators.

Spons Agency-Commission des Communautes Europeennes (Luxembourg).
Pub Date-Jul 78
Note-33p.
Available from-Financial Secretary of CUA, University College of Swansea, Singleton Park, Swansea SA2 8PP Wales ($1.00)
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Administrative Organization, Administrators, *College Administration, College Faculty, College Programs, *Comparative Education, Educational Finance, Employment Practices, Faculty College Relationship, *Foreign Countries, *Government School Relationship, *Higher Education, Institutional Autonomy, Personnel Policy, Student Characteristics, Universities
Identifiers-Europe, *University of Dijon (France), *University of Munster (Germany)

A study of the administration of two European universities, the University of Dijon in France and the University of Munster in Germany, was undertaken. Objectives were as follows: (1) to study the relationship between the individual university and the national or state authorities for higher education; (2) to acquire a special knowledge of the organization of, and methods used by, the administration of the colleges; and (3) to compare the procedures being adopted during a period of financial stringency with those practiced by the 10 universities served by the North Eastern Universities Organization and Methods Unit. It was found that the university systems in France and Germany are more highly centralized than in the United Kingdom, and the relationship between the state and universities is detailed in law. There are great similarities between the pattern of university administration in the three countries, although the detailed procedures vary considerably. Information is presented on the following aspects of the University of Dijon and the University of Munster: academic matters, pattern of courses, finance, accounting methods, staff and student numbers by field of study, organizational structure, staffing procedures for academic staff and administrative staff, the budget, student characteristics, and other areas. (SW)

*Torok, Andrew G.*

**The Needs and Aspirations of the Total Library Community: Identification Mechanisms. Final Report of ILA Task Force No. 1.**

Illinois Library Association, Chicago.
Pub Date-18 Oct 79
Note-42p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Community Study, Community Surveys, Data Analysis, *Libraries, Library Personnel, Literature Reviews, *Needs Assessment, *Research Methodology
Identifiers-Delphi Technique, *Illinois

Five methods for determining the needs and aspirations of the total library community (library personnel, library affiliates, and general population) in Illinois are presented in this report, and the use of three of them for a 3-phase study is outlined: (1) survey of the literature (documentary research and secondary data collection and analysis); (2) expert opinion, primarily the Delphi Technique; and (3) survey research, including what is generally called AT & R (action, training, and research). The discussion of the project phases lists the advantages and disadvantages of each of the three methods and shows the logic that led to the final recommendations. Appended are the final report of the ad hoc committee on long range planning, a list of task force members, a selected bibliography of needs assessment studies, the agenda of the first task force meeting, the interim report submitted to the ILA executive board, results of the ERIC literature search, the survey letter sent to state associations, and a brief discussion of the five major methods used to determine needs. (JD)

ED 185 995 IR 008 327

*Lehmann, Klaus-Dieter*

**Interlibrary Lending with Computerized Union Catalogues.**

Pub Date-Aug 79
Note-10p.; Paper presented at the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Computer Output Microfilm, *Data Processing, Foreign Countries, *Interlibrary Loans, Library Automation, *Library Networks, Library Services, Library Technical Processes, Online Systems, *Union Catalogs
Identifiers-*West Germany

Interlibrary loans in the Federal Republic of Germany are facilitated by applying techniques of data processing and computer output microfilm (COM) to the union catalogs of the national library system. The German library system consists of two national libraries, four central specialized libraries of technology, medicine, agriculture, and economics, and approximately 20 regional libraries operating in decentralized cooperative networks. The national library in Berlin prepares COM union catalogs of the national serials database at 6-month intervals for use by the regional libraries, each of which prepares magnetic tape information on their new accessions for the national library. The COM union catalog processing originated as and still is an offline process; however, the processing and management of bibliographic data to be practical in the future must be developed as an online system. A national program has been devised to provide a computerized online system within the regional networks of libraries in the early 1980s. The library centers thus equipped will fulfill the multiple functions of accelerated technical processing of books and periodicals, production of COM union catalogs and an online interlibrary loan capability, and creation of a national subject information system. (RAA)

ED 186 060 JC 800 214

*Groff, Warren H.*

**Higher Education As a Catalyst for the Local Economy: Project Care Retraining the Unemployed.**

Pub Date-1 May 79

Note-28p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (59th, Chicago, IL, April 29-May 2, 1979). Appendix C has been deleted due to irreproducibility

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Adult Vocational Education, *Agency Cooperation, *Career Counseling, Community Development, Cooperative Planning, Employment Problems, Financial Support, Program Descriptions, Program Development, Questionnaires, *Retraining, School Business Relationship, State Agencies, Technical Institutes, Two Year Colleges, *Unemployment, Unions

Identifiers-*Project Care III OH

This three-part report describes the development and operation of Project Care III, an interagency effort involving area colleges, unions, and industry, and state agencies in the retraining of 500 tire builders laid off in August 1978, when the Mansfield Tire and Rubber Company (Mansfield, Ohio) was shut down. Part I outlines the historical factors which led to the establishment of Project Care. Part II details the sequence of events involved in implementing the project, including: (1) the development of a questionnaire to ascertain the training needs of the unemployed workers; (2) the administration of the questionnaire at pre-determined registration centers; (3) the provision of vocational counseling at the registration centers; (4) the establishment of a budget and the solicitation of funds for retraining instruction; and (5) the registration and screening of students for specially developed retraining courses in four technical fields (i.e., heating and air conditioning, business and office work, machine trades, and welding) at North Central Technical College and the Mansfield Campus of Ohio State University. Part III discusses the crisis-intervention orientation of Project Care and calls for the involvement of colleges in preventative strategies designed to identify community economic problems before they reach crisis proportion. Several appendices illustrate various program aspects and the questionnaire is included. (JP)

ED 186 161 RC 011 878

**Elementary Guidance Program. Navajo Area.**

Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.
Pub Date-Oct 79
Note-83p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*American Indian Education, Ancillary School Services, *Boarding Schools, *Counseling, Counseling Objectives, *Counseling Services, Educational Environment, Elementary Education, Equipment Standards, Exceptional Persons, Extracurricular Activities, Federal Government, Guidance Objectives, *Guidance Programs, Individual Development, Program Evaluation, Residential Schools, *School Counseling, Student Needs, Student Rights
Identifiers-*Navajo (Nation)

A program designed to assist guidance staff in working with Navajo elementary school students, particularly boarding school students, is presented in this booklet with emphasis directed toward meeting both individual and group needs in the areas of home living, student activities, and counseling. The first section gives 14 separate functions of student guidance (develop a positive self-image, promote a safe, pleasant environment, provide career/vocational awareness experience, etc.) and lists the elements inherent in each function. The section on home living discusses such topics as dormitory administration and operation, in-service staff training, personal development of students, and parental and community involvement. Minimum standards for the boarding school are outlined, including those for furniture, equipment, and desirable qualities for sleeping quarters, living rooms, rumpus areas, and kitchens. The section on student activities seeks to develop an understanding of the functions of a student activities program and to indicate ways of concentrating and coordinating efforts. It discusses the operational philosophy of such programs and suggests total school cooperation in such activities as clubs, student government, intra-mural activities, trips, arts and crafts, and social activities. The final sections discuss counseling responsibilities and techniques, exceptional children, student rights and responsibilities, suggested guidance activities, and elements of evaluation. (DS)

ED 186 198 RC 012 031

*McConnell, Beverly*

**Does Bilingual Education Work?**

Pub Date-3 Feb 79
Note-41p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (2nd, Houston, TX, February 3, 1979).
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Bilingual Education, Comparative Testing, *Control Groups, Curriculum, Educational Objectives, English, Ethnicity, *Evaluation Methods, Hispanic Americans, Language Arts, *Language Dominance, Mathematics, *Program Effectiveness, Program Evaluation, Spanish Speaking, Test Results
Identifiers-*American Institute for Research, *Individualized Bilingual Instruction Program

Two major evaluations of bilingual education differed significantly in evaluation design and results. The American Institute for Research (AIR) conducted the national impact study for bilingual education and gathered data from many programs. AIR based its study on comparisons of mathematics and language arts achievement of students in bilingual classrooms (with 74% non-English speaking or bilingual children) and control classrooms (with just 17% bilingual or non-English speaking children). The two groups were matched ethnically but not by language dominance. The design of the evaluation of the Individualized Bilingual Instruction (IBI) Program was based on evidence of how the subjects would have performed without the benefit of the program. These data, built up over years, were accumulated from actual pretests of students who enrolled in the program at different ages, thus providing an automatic match for ethnicity, socio-economic level, age, and language dominance. In general, IBI results indicated significantly higher performance for students in its bilingual program than did AIR for Title VII students as a whole. Appendices include the IBI data base from which the paper's findings were taken and technical information regarding IBI testing, data collection, and analysis procedures. (SB)

ED 186 219 SE 030 431

*Allen, Frank B. And Others*

**Matematica Para La Escuela Secundaria, Primer Curso de Algebra (Parte 1). Traduccion Preliminar de la Edicion Inglesa Revisada. (Mathematics for High School, First Course in Algebra, Part 1. Preliminary Translation of the Revised English Edition).**

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-62

Note-254p.; For related documents in Spanish, see SE 030 432-434.

Language-Spanish

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors-*Algebra, *Bilingual Education, *Instructional Materials, Mathematics Curriculum, *Mathematics Instruction, Secondary Education, *Secondary School Mathematics

Identifiers-*School Mathematics Study Group

This is the student text for part one of a three-part SMSG algebra course for high school students. The principal objective of the text is to help the student develop an understanding and appreciation of some of the algebraic structure as a basis for the techniques of algebra. Chapter topics include congruence; numbers and variables; operations; real numbers; and properties of addition, multiplication, and division. (RH)

ED 186 373 SP 015 800

*Groppel, Jack L., Ed.*

**Proceedings of a National Symposium on the Racquet Sports. An Exploration of Research Implications and Teaching Strategies (Urbana, Illinois, June 13-16, 1979).**

Spons Agency-Illinois Univ., Champaign.

Pub Date-79

Note-325p.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Reports - Research (143)

**EDRS Price - MF01/PC13 Plus Postage.**

Descriptors-Biomechanics, Lifetime Sports, Motor Development, Physical Fitness, Recreational Activities, *Research, Sex Differences, Social Development, *Squash (Game), *Teaching Methods, *Tennis

Identifiers-Badminton, Racquetball, *Racquet Sports

Conference proceedings from this national symposium on hard scientific research and developments in teaching tennis, squash, racquetball, and badminton are divided into several sections. The first deals with sports medicine and the biomechanics of the racquet sports. The second part discusses the pyschological and sociological aspects of competitition and participation in these sports, with particular emphasis on the difference between males and females. A third section deals with physiology, as well as with sports medicine and biomechanics, and the fourth considers motor learning and teaching strategies. Other topics treated in the proceedings include the analysis of stroke production through cinematic means, the development of various instructional aids, and a dynamic test for the comparison of rebound characteristics of three different brands of tennis ball. An evaluation of the symposium by participants is included. (LH)

ED 186 399 SP 015 940

**A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education.**

American Association of Colleges for Teacher Education, Washington, D.C.; Minnesota Univ., Minneapolis. National Support Systems Project.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Grant-G007603116
Note-122p.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Change Agents, *Change Strategies, Disabilities, Federal Legislation, Futures (of Society), *Mainstreaming, Normalization (Handicapped), *Schools of Education, Social Responsibility, *Teacher Education, *Teacher Educators, Teacher Responsibility, Trend Analysis
Identifiers-*Education for All Handicapped Children Act

This monograph suggests curricular revisions in teacher education programs which will prepare teachers to work more effectively with handicapped students and their nonhandicapped peers. Articles on the following topics are presented: 1) the challenge of Public Law 94-142 to teacher education; 2) a liberal arts response to the concept of a common body of practice; 3) accepting the challenge of change in teacher education; 4) the challenge of Public Law 94-142 to the structure of schooling; 5) mainstreaming and teacher education; 6) toward an enlargement of general principles in teacher education; 7) possible effects of Public Law 94-142 on the future of teacher education; and, 8) expanding the values of Public Law 94-142 to nonhandicapped children. (JD)

ED 185 895 HE 012 519

*Schwartz, Carol R., Ed.*

**Impressions of the Republic of Cuba. A Report by a Delegation of the American Association of State Colleges and Universities to the Republic of Cuba, December 2-10, 1978.**

American Association of State Colleges and Universities, Washington, D.C.

Pub Date-Nov 79

Note-29p.

Available from-American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036

Pub Type- Reports - Descriptive (141) - Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Agriculture, Cultural Activities, *Elementary Education, *Higher Education, *International Educational Exchange, International Relations, Physical Sciences, *Postsecondary Education, Racial Relations, *Rural Development, *Technical Education, Vocational Education

Identifiers-*Cuba

Impressions of the Republic of Cuba are presented based on a visit to Cuba in 1978 by a delegation of the American Association of State Colleges and Universities. The following topics are discussed: the Cuban educational system, Cuban postsecondary education, goals of postsecondary education, elementary education, vocational and technical education, adult education, the relationship between postsecondary education and the cultural arts, physical sciences at the Centro Nacional de Investigaciones Cientificas, agricultural and rural development, race relations, and potential programs for United States Cuban education collaboration. (SW)

ED 186 042 IR 008 411

*Dominick, Wayne D. And Others*

**Research Report on an Overview of a Proposed Monitoring Facility for the Large-Scale, Network-Based OCLC On-Line System.**

Ohio Coll. Library Center, Columbus.

Report NO.-OCLC-OPR-RR-80-1

Pub Date-23 Jan 80

Note-25p.

Pub Type- Reports - Research (143) - Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Computers, Computer Science, Equipment Evaluation, *Evaluation Methods, *Information Systems, *Library Automation, Library Equipment, *Library Networks, Library Technical Processes, *Online Systems

Identifiers-*Automated Monitoring, *OCLC

This report addresses the critical importance of measuring and evaluating information systems functioning within computer network environments. The focus is on the significant benefits associated with using automated monitoring as the primary information system measurement mechanism within such computing architectures. The large scale, network-based, state-of-the-art OCLC online system is utilized as the information system environment in support of these research and development activities. Within this environment an overall structure for a generalized, automated monitor design is proposed. Monitoring specifications are illustrated at the network supervisor level, the applications processor level, and the database processor level within the OCLC system network architecture. The monitoring concepts, techniques, and parameters presented within this report represent a strong foundation for information system measurement, analysis, and evaluation. When combined with complementary measurement facilities such as controlled benchmarks and synthetic programs, simulation models and controlled user interface experiments, a total comprehensive methodology for information system evaluation can be realized. The principles of automated monitoring have proven their extensibility and generalizability across numerous types of information systems. It is concluded that automated monitoring should be viewed as an essential self-measurement capability within all future information system designs. (Author/RAA)

ED 186 099 PS 011 311

*Williams, David L., Jr. And Others*
**Project: Informal Learning Program (ILP). Final Report for November 1, 1977 to May 31, 1978.**
Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 78
Contract-NE-C-00-3-0090; NE-C-00-3-0091
Note-161p.
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-Class Activities, Data Collection, Elementary Education, *Evaluation, Field Tests, Folk Culture, Games, *Inservice Teacher Education, *Instructional Materials, *Language Arts, Language Enrichment, *Learning Modules, *Material Development, Questionnaires, Workshops
Identifiers-*Southwest Educational Development Laboratory

This final report describes the development and field evaluation of teacher training materials (for inservice workshops) and elementary school language arts materials. The basic goal of the training materials, called Teacher Development Packages (TDPs), was to provide teachers with the information and skills needed to utilize games and informal learning activities in multicultural settings. The purpose of the language arts materials were to (1) develop methods of stimulating children's oral language, (2) increase reading and writing skills, and (3) promote multicultural learning through use of traditional children's folk materials for children in Grades 2-5. The Teacher Development Package for Grades 2-3 consists of four 2-hour inservice workshop modules which include skill development and practice through the use of simulation games, filmstrip presentations and discussions; selection of activities for enhancing cognitive and affective skills; curriculum planning and scheduling; and roleplay. The TDP for Grades 4-5 consists of two 2-hour modules involving activities similar to those mentioned above. The primary teaching strategy of the language arts units was to elicit from the child childlore'' materials to be used in classroom publications and dramatic production. Evaluation findings for workshops and materials are presented in detail. Project related instruments and materials are appended. (Author/RH)

ED 186 179 RC 012 010

*Gilham, Dan, Sr.*

**Handbook of Blackfeet Tribal Law. Blackfeet Heritage Program: Browning.**

Browning School District 9, Mont.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-80p.; For related documents, see RC 011 957-960 and RC 012 011-013.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reference Materials (130)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*American Indian Reservations, *American Indians, Civics, *Codes of Ethics, Compliance (Legal), Governance, Government Role, *Laws, Reservation American Indians, *Tribal Sovereignty, Tribes
Identifiers-*Blackfeet (Tribe), Blackfeet Indian Reservation, Ethnic Heritage Studies Program, *Tribal Law

Based on the Constitution and By-Laws of the Blackfeet Tribe, approved by the U.S. Secretary of the Interior in 1935, the Blackfeet Tribal Council has the authority to make civil and criminal laws and procedures to protect the peace, tranquility, and dignity of all persons residing within the Blackfeet Indian Reservation; to protect the traditions, customs, and Tribal laws; and to protect and preserve the natural and human resources of the Reservation. The laws the Blackfeet must obey and the punishments for breaking these laws are explained in lay terms in this volume. Section I, arranged alphabetically by subject, provides brief information on laws concerning abandoned ice boxes, bigamy, communicable disease, fish and game violations, inhaling toxic vapors, littering, malicious gossip, misbranding, neglecting dogs and other animals, public drunkeness, unauthorized use of property, and firing weapons. Section II describes court procedures for appeals, adoption, divorce, domestic relations, heirship and probate, juvenile code offenses, land exchange, motor vehicles code, parole, and suspension of sentence. This Handbook of Tribal Law'' has not yet been officially recognized by the Blackfeet Tribal Business Council. The contents are not to be considered law on the Blackfeet Indian Reservation, but carry strong reflections in Tribal Court decisions. (NEC)

ED 186 247 SE 030 608

*Callison, Pris And Others*

**Guidelines to Science Education.**

Kansas State Dept. of Education, Topeka.

Pub Date- 80

Note-107p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Affective Objectives, Cognitive Objectives, *Educational Objectives, Educational Planning, Elementary School Science, *Elementary Secondary Education, *Guidelines, Psychomotor Objectives, *Science Education, Scientific Literacy, Secondary Education, Secondary School Science, *State Curriculum Guides

Presented are Kansas state guidelines for teaching science in grades K-12. This is designed to provide a rationale and structure which will enable educational planners and decision makers to develop and select science curricula. The content is intended for use by administrators in charge of curriculum, departmental and district science chairpersons, teachers, citizens, and students interested in science curriculum planning. The objectives given are also suggested as criteria for evaluation. (Author/SA)

ED 186 330 SO 012 572

**Citizenship and Social Studies Objectives: 1981-82 Assessment.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-NAEP-13-CS-10
Pub Date-80
Grant-NIE-G-80-0003
Note-38p.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Basic Skills, *Citizenship, *Citizenship Education, *Citizenship Responsibility, Communication Skills, *Educational Objectives, Elementary Secondary Education, Information Utilization, *Social Studies, United States History, Values

This publication outlines goals that a consensus of educators and lay persons consider important for K-12 citizenship and social studies education. In the 1981-82 school year, the National Assessment of Educational Progress (NAEP) will conduct a third national survey of the citizenship and social studies achievements of 9-, 13-, and 17-year-olds. In the past the citizenship and social studies assessments were conducted separately. Because there is a high degree of similarity between the goals considered important in both citizenship and social studies education, NAEP has combined the two areas into one comprehensive area for the 1981-82 assessment. This set of objectives is the product of that new combination. Five major citizenship/social studies objectives, each of which is then further broken down, are presented. Objectives I, II, and III focus on skills and understandings that enable people to study and evaluate themselves and their social and physical environment and to act as effective students. Objective I details skills necessary to acquire information. Objective II outlines the intellectual processes necessary to use information effectively. Objective III deals with examining one's own and others' personal beliefs and values and those skills that promote effective personal interactions. Objectives IV and V focus on understanding, appreciating, and participating in both the world community and the United States. Objective IV provides a view of human development, adaptation, and change. Objective V outlines significant aspects in the development of the United States. (Author/RM)

ED 186 348 SO 012 605

*Remy, Richard C.*

**Citizenship and Consumer Education: Key Assumptions and Basic Competencies. Fastback 144.**

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-P00770605
Note-44p.
Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75, quantity discounts available)
Pub Type- Opinion Papers (120)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Adult Education, *Citizen Role, *Citizenship Education, Competence, *Consumer Economics, *Consumer Education, Daily Living Skills, Educational Objectives, Educational Principles, Elementary Secondary Education, Fused Curriculum, *Interdisciplinary Approach, Skill Development

The booklet explores the actual and potential relationship between citizenship education and consumer education. The purpose is to examine key assumptions supporting citizenship and consumer education and to identify basics that cut across these two approaches to social education. It is presented in four chapters. Chapter I defines both citizenship and consumer education and points out that the approaches have a common goal: that of developing peoples' social competence. It also lists assumptions regarding schooling, particularly that education is an effective way of achieving the goal, and assumptions regarding citizen and consumer roles, including that the two roles are separate. Chapter II discusses the relationship of citizen and consumer roles, which fuse when individuals make decisions that have consequences for all citizens, when economic decisions are made collectively in the political process, or when individuals consume government services. It also points out commonalities in the two roles, including that both are subject to the same historical forces, face common problems, occur in similar settings, and that people exhibit comparable behavior in both roles. Chapter III offers guidelines for linking citizenship and consumer education by listing seven citizenship competencies and suggesting several ways these can be used in consumer education. The conclusion is that the two roles are not separate, and that the linkages between citizenship and consumer education can provide one useful starting point for integrating social education. (CK)

ED 185 877 HE 012 332

**Toward the Restoration of the Liberal Arts Curriculum.**
Spons Agency-Rockefeller Foundation, New York, N.Y.
Pub Date-Jun 79
Note-128p.
Available from-The Rockefeller Foundation, 1133 Avenue of the Americas, New York, NY 10036
Pub Type- Collected Works - Proceedings (021) - Reports - Evaluative (142)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-*Academic Standards, *College Curriculum, College Faculty, College Students, *Core Curriculum, *Curriculum Development, Curriculum Evaluation, Educational Quality, General Education, *Higher Education, *Liberal Arts, Program Descriptions, Trend Analysis
Identifiers-Harvard University MA, Saint Johns College MD

Important trends concerning the role of the liberal arts curriculum in American higher education are discussed in this collection of conference papers. The great books'' program at St. John's College is examined in a paper by Eva T. H. Brann focusing on why the St. John's plan has endured and changed little since its inception. Authors of the Western tradition and the skills of language and mathematics are emphasized in this program. In the second paper, Gerald Grant discusses the diverse course offerings now characteristic of American institutions of higher education and the resulting lack of coherence in the curriculum. The evolution, purpose, and characteristics of the core curriculum introduced at Harvard University in 1979 is the subject of the third paper. The direction of educational reform as influenced by the core curriculum movement at Harvard is examined by Alston Chase ( Skipping Through College: Reflections of the Decline of Liberal Arts Education''). The decline in the quality of teaching and student preparation for college is discussed. Academic trends throughout the history of American higher education are reviewed and projections about the future of higher education are presented. A summary of the conference discussion and a list of conference participants is included. (SF)

**The Basic Grant Formula, 1980-81.**
Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.
Pub Date- 80
Note-49p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Case Studies, College Students, *Eligibility, Family Income, *Federal Aid, Federal Programs, *Financial Aid Applicants, *Grants, Higher Education, Mathematical Formulas, *Need Analysis (Student Financial Aid), Parent Financial Contribution, Records (Forms), Self Supporting Students, *Student Financial Aid, Worksheets
Identifiers-*Basic Educational Opportunity Grants

The Basic Educational Opportunity Grant program, the largest federal student aid program, is explained. The method by which a student's eligibility is determined is described in detail. In a section on calculation of eligibility for dependent students, two worksheets are provided: that for families with no farm or business assets, and those with some farm or business assets. The steps for using the worksheets are described. Similarly, worksheets and directions are given for students with a family size of one, and for students with a family size greater than one, with and without farm or business assets. Case studies are provided as examples for the use of each worksheet, and appended are brief reference tables for determination of the student eligibility index: family size offsets in dollar amounts, the multiple student calculation rate, employment expense offset, income contribution rates (percentages) for independent students, and the dependent student offset against income (dollar amounts). (MSE)

*Swinton, Spencer S. And Others*
**The PLATO Elementary Demonstration Educational Outcome Evaluation. Final Report: Summary and Conclusions.**
Illinois Univ., Urbana. Computer-Based Education Lab.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Nov 78
Note-29p.; For a related document, see IR 008 384.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Case Studies, *Computer Assisted Instruction, *Elementary Education, Elementary School Mathematics, *Mathematics Instruction, *Reading Instruction, *Summative Evaluation
Identifiers-*PLATO

This summary report describes the development, implementation, and measured educational outcomes of a demonstration project of beginning reading and mathematics instruction utilizing the PLATO system with groups of elementary school children in Illinois. Extensive descriptions of the experiences and reactions of teachers and students in the classroom as the demonstration developed form the major part of this report. Because of teacher self-selection into the PLATO treatments, this was not a randomized experiment, but rather a naturalistic study in which comparisons could be made; however a multiplicity of plausible explanations could be offered for differences in outcomes between PLATO and non-PLATO groups, and among classes taught by different teachers. Six case studies, based on observation, interviews, and teacher logs, document the problems of implementation, but also capture teachers' assessments of this developing technology. Demonstration year achievement and attitude outcomes for reading and mathematics are also included, as well as major findings. (RAO)

ED 186 079 JC 800 276

*Gold, Ben K.*

The LACC Tutoring Program: An Evaluation. Research Study Los Angeles City Coll., Calif.

Pub Date-Apr 80

Note-28p.

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Academic Achievement, Age, *Community Colleges, Departments, Educationally Disadvantaged, Females, Grade Point Average, *High Risk Students, Job Training, Males, Persistence, *Program Effectiveness, Referral, School Surveys, Self Evaluation (Groups), Student Attitudes, Student Motivation, Supervisors, Teacher Attitudes, *Tutorial Programs, Tutors, Two Year Colleges, *Two Year College Students

In order to gather opinions and data about the impact of Los Angeles City College's tutorial program, a two-part study was conducted in Spring 1979. Initially, the academic records of 477 students who had received tutoring in Spring 1979 were examined and compared with overall campus performance averages in the following areas: class(es) for which tutored, week when tutoring began, number of weeks tutoring continued, sex, age, final grade in course for which tutored, Spring 1979 grade point average (GPA), cumulative GPA, and units attempted in Fall 1979. Additionally, faculty members, tutor supervisors, and tutors were asked about their perceptions of the tutorial program. The faculty survey focused on general impressions of the tutorial program campus-wide and by department; number of students receiving tutoring and number that had been advised to seek tutoring; effects on class and academic performance; tutor training; and program administration. The tutor supervisors were asked to rate items related to program effectiveness in relation to student persistence and achievement; assistance of the tutoring office; tutor training, competence, and availability; student awareness of tutoring services; scheduling; and program strengths and weaknesses. Tutors were asked about their motivation for becoming a tutor, frequency of tutoring sessions, student referral, their impressions, and tutee reasons for seeking help. (JP)

## ED 186 120 PS 011 402

*Lindsay, Jeanne*

**You'll Read If It Matters: Student Manual of Study Guides for Books About Pregnancy and Parenting.**

Pub Date-77

Note-140p.; For related document, see PS 011 403.

Available from-Morning Glory Press, 6595 San Haroldo Way, Buena Park, CA 90620 ($4.95 plus $1.50 shipping; 10 copies, $45.00, plus 10% for shipping)

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Birth, *Child Rearing, Contraception, Infants, One Parent Family, *Parenthood Education, Parent Role, *Pregnancy, *Prenatal Influences, Secondary Education, Sex, *Sex Education, Sexuality, Study Guides

This study guide for pregnant minors consists of approximately 750 questions covering the content of 15 books about pregnancy and babies. (RH)

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## ED 186 121 PS 011 403

*Lindsay, Jeanne*

**They'll Read if It Matters: Study Guides for Books about Pregnancy and Parenting.**

Pub Date-77

Note-240p.; For related document, see PS 011 402.

Available from-Morning Glory Press, 6595 San Haroldo Way, Buena Park, CA 90620 ($7.95, plus $1.50 shipping)

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Birth, *Child Rearing, Contraception, Infants, Nutrition, One Parent Family, *Parenthood Education, Parent Role, Pregnancy, *Pregnant Students, *Prenatal Influences, Secondary Education, Sex Education, Social Studies, Student Evaluation, Study Guides, *Teaching Methods

This guide includes teaching suggestions for teachers of pregnant minors and other students and approximately 815 study questions and answers about the content of 26 books concerning pregnancy and babies. Part I indicates how the materials can be used for classroom instruction of pregnant minors and for other students in general science or social studies classes. Part II consists of the study questions and answers. In Part III, other resource materials on pregnancy and parenting plus sources of free and inexpensive materials are listed. (RH)

ED 186 294 SO 012 456

*Hofmeier, Claus*

**Young Germans Assist the Third World.**

Inter Nationes, Bonn (West Germany).

Pub Date-79

Note-26p.

Pub Type- Collected Works - Serials (022)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Developed Nations, *Developing Nations, *Economic Development, Elementary Secondary Education, Foreign Policy, Higher Education, *International Programs, Participation, Peace, Poverty, Socioeconomic Influences, *Technical Assistance, Technological Advancement, World Problems, *Youth

Identifiers-West Germany

Participation by West German youth in international assistance to developing nations is examined. International assistance is interpreted to include public, private, and religious programs and projects involved in technical advancement, food distribution, agricultural development, health improvement, and natural resource development in other nations. Examples of organizations which have provided many German youth with an opportunity to serve in developing nations include the United Nations, the World Food Programme, the World Bank, the World Health Organization (international); the German Agency for Technical Cooperation, the German Development Society, the German Foundation for International Development, the German Development Service (German government sponsored); Bread for the World, International Christian Peace Service, (religious), the Carl-Duisberg Society, and the German Academic Exchange Service (private). It is estimated that approximately 3,000 Germans, including many young people, participated in developing nations as development aid assistants in 1978. Specific projects in which German youth have participated include technical/handicraft projects in Africa, production cooperatives in Latin America, mechanical/vocational schools and a furniture factory in Kenya, and construction of a dam in Upper Volta. The conclusion is that German youth will be even more willing to participate in international assistance programs if they are educated to understand the interrelationships between developing and developed nations. (DB)

ED 186 312 SO 012 546

*Saad, Geti, Comp.*

**Selected Bibliography and Abstracts of Educational Materials in Pakistan, Vol. 12, No. 3, 1978. Period Covered July-September, 1978.**

National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report NO.-TT-78-53391/3
Pub Date-78
Note-47p.; Not available from EDRS in paper copy due to light and broken print type of original document; For a related document, see ED 179 484.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Adult Education, *Comparative Education, Curriculum, *Developing Nations, Educational Administration, *Educational Development, Educational Objectives, Educational Philosophy, Educational Trends, Elementary Secondary Education, *Foreign Countries, Higher Education, Instructional Materials, Libraries, Teaching Methods, Technical Education, Tests, Womens Education
Identifiers-*Pakistan

This annotated bibliography lists 89 entries of selected educational materials published in Pakistan during the period July-September 1978. Pakistan journals, newspapers, and government publications provide the sources of materials. They are organized in 20 categories: administration, organization, and financing of education; adult education; development of education; educational goals; educational planning; educational reform; elementary and secondary education; higher education; Islamic education; languages; libraries; literature; teacher education; teachers; teaching methods and media; technical education; textbooks; women's education; general; and examinations. An index to authors of the materials concludes the document. (KC)

**Persian Basic Course: Volume IX, Reader. Let's All Live Better.**
Defense Language Inst., Monterey, Calif.
Pub Date-Jan 67
Note-188p.; For related documents, see FL 011 338-350.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($3.20)
Language-Persian
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC08 Plus Postage.**
Descriptors-Advanced Courses, *Audiolingual Methods, Communicative Competence (Languages), Cultural Education, Instructional Materials, *Intensive Language Courses, *Language Skills, Language Usage, *Persian, Reading Comprehension, *Reading Materials, *Second Language Instruction, Standard Spoken Usage, Vocabulary Development

An advanced reading text designed for use with a basic course in Persian offered by the Defense Language Institute is presented. The course is an intensive program for native English speakers. The book, which is an adaptation of material originally developed in Iran, is used when the students have completed volumes one to eight. The material is idiomatic and covers a wide range of topics that are rich in cultural information and is basically conversational in style. The text is introduced around the 30th week of instruction and continues to the end of the 47-week course. It is presented to the students in 68 lessons, which require them to practice listening, speaking, reading, and writing, both in class and at home. A supplementary volume containing a glossary and cultural notes is published under separate cover. (SW)

ED 185 933 HE 012 645

*Jackson, Dorothy J.*

**Administrative and Research Development Programs for Women and Minorities: The Need and Response.**

Pub Date-Feb 80
Note-22p.; Paper presented at the Annual Meeting of the American Association of College Teacher Educators (Dallas, TX, February 1980)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Administrator Education, Black Teachers, Budgeting, *College Administration, *College Faculty, Educational Finance, *Faculty Development, Feasibility Studies, Governance, Higher Education, Improvement Programs, Inservice Education, Institutes (Training Programs), Internship Programs, Leadership Qualities, *Minority Groups, Professional Training, *Researchers, Teacher Attitudes, Teacher Background, *Women Teachers
Identifiers-Higher Education Resource Service, United States (Mid Atlantic States)

The status of women and minorities in higher education is discussed, and two intervention strategies are described that were implemented by the Higher Education Resource Service (HERS, Mid-Atlantic) of the University of Pennsylvania to assist in training and advancement. In conjunction with Bryn Mawr College, HERS designed a month-long summer institute to train women in academic governance, finance and budgeting, management and leadership skills, and administrative computing application. It was found that the 1979 summer institute participants were a highly career-oriented group whose self-imposed expectations demand an intensive academic curriculum. Differences were found between participants whose prime responsibility is administration and those who concentrate on teaching. Administrators found the total course and the computing, management, and professional development units more applicable than did the faculty. Faculty wanted more academic content and rigor in the curriculum. HERS also conducted a junior faculty survey to determine the feasibility of establishing a research training internship for women and minority junior faculty in four-year Mid-Atlantic colleges. A questionnaire asked respondents to provide general information on their personal background, on the home institution, academic field, training, experience and research activity. They were asked to indicate their interest in participating in a possible internship training program and to offer suggestions for such a training program. (SW)

ED 185 973 IR 008 298

*Calkins, Mary L., Comp.*

**Online Literature Searching and Databases at the U.S. Environmental Protection Agency Environmental Research Center Library, Cincinnati, Ohio.**

Environmental Protection Agency, Cincinnati, Ohio.
Pub Date-Oct 78
Note-37p.
Pub Type- Guides - Non-Classroom (055) - Information Analyses (070)
**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Data Bases, *Environmental Research, Federal Government, Government Libraries, *Information Retrieval, *Information Services, Information Systems, Library Services, *Online Systems, Search Strategies

This guide to information services used by the Environmental Research Center (ERC) in Cincinnati, the scientific and technical information focal point for the U.S. Environmental Protection Agency (EPA), explains the online searching services available at the Cincinnati Library, outlines the procedure for requesting a literature search, and provides brief descriptions of the available databases. The database information given is current as of September 1978. (FM)

ED 186 220 SE 030 432

*Allen, Frank B. And Others*

**Matematica Para La Escuela Secundaria, Primer Curso de Algebra (Parte 1), Comentario. Traduccion Preliminar de la Edicion en Ingles Revisada. (Mathematics for High School, First Course in Algebra, Part 1, Teacher's Commentary. Translation of the Revised English Edition).**

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-64

Note-328p.; For related documents in Spanish, see SE 030 431-434. Contains occasional light and broken type.

Language-Spanish

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC14 Plus Postage.**

Descriptors-*Algebra, *Bilingual Education, Instructional Materials, *Mathematics Curriculum, *Mathematics Instruction, *Secondary Education, *Secondary School Mathematics, Teaching Guides

Identifiers-*School Mathematics Study Group

This is the teacher's commentary for part one of a three-part SMSG algebra text for high school students. The principal objective of the text is to help the student develop an understanding and appreciation of some of the algebraic structure as a basis for the techniques of algebra. Chapter topics include congruence; numbers and variables; operations; real numbers; and properties of addition, multiplication, and division. (RH)

ED 186 248 SE 030 627

*Mitchell, Eugene E., Ed.*

**COED Transactions, Vol. XI, No. 12, December 1979. Some Alternate Applications of Microprocessor Trainers in Support of Undergraduate Laboratories.**

American Society for Engineering Education, Washington, D.C. Computers in Education Div.

Pub Date-Dec 79

Note-21p.

Available from-COED Transactions, ASEE, P.O. Box 308, West Long Branch, NJ 07764 (no price quoted).

Pub Type- Collected Works - Serials (022)

**Document Not Available from EDRS.**

Descriptors-College Science, *Computer Oriented Programs, *Computers, Engineering, *Engineering Education, *Higher Education, Instructional Materials, Laboratories, *Microcomputers, Newsletters, Resource Materials, Visual Aids

Ways are described for the use of a microprocessor trainer in undergraduate laboratories. Listed are microcomputer applications that have been used as demonstrations and which provide signals for other experiments which are not related to microprocessors. Information and figures are provided for methods to do the following: direct generation of waveforms, frequency modulation of an oscillator, and simulation of a second order differential equation. (CS)

ED 186 273 SE 030 730

*Suydam, Marilyn N.*

**A Categorized Listing of Research on Mathematics Education, 1974-1978.**

ERIC Information Analysis Center for Science, Mathematics, and
Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Contract-400-78-0004
Note-358p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($8.00).
Pub Type- Reference Materials - Bibliographies (131) - Reports - Research (143)
**EDRS Price - MF01/PC15 Plus Postage.**

Descriptors-*Bibliographies, Doctoral Dissertations, *Educational Research, Elementary Secondary Education, Higher Education, *Literature Reviews, *Mathematics Education, *Research

This categorized listing updates a ten-year collection of research reports at the elementary and secondary levels published in 1974 and a compilation at the college level in 1975. This document is intended as a resource for those who want to explore the research in mathematics education. It consists of four alphabetical listings: reviews, summaries, and listings of research reports; journal-published reports; dissertations included in Dissertation Abstracts International''; and documents available from the ERIC Document Reproduction Service. No annotations are included; however, a categorized index is included in this compilation. Studies were categorized by pertinent topics, with cross-references. (Author/MK)

ED 186 374 SP 015 808

*Borich, Gary D.*

# Implications for Developing Teacher Competencies from Process-Product Research.

Pub Date-79
Note-25p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Academic Achievement, *Classroom Techniques, *Interaction Process Analysis, *Research Methodology, Responses, Student Teacher Relationship, Teacher Attitudes, *Teacher Behavior, Teacher Characteristics, Teacher Education, Teacher Effectiveness, Teacher Evaluation

Five studies identifying the relationships between teacher behavior and pupil achievement are reviewed. The purpose of the review is to report the most practical implications for teacner education. The behaviors listed in these studies represent only those teacher processes, skills, or performances that have exhibited statistically significant relationships to pupil outcomes in mathematics or reading. The research methodology used in each study is reviewed and results are analyzed. Implications for teacher education programs are discussed. (JD)

ED 186 400 SP 015 948

# 1980 Catalog of Publications.

Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80

Note-82p.
Pub Type- Reference Materials - Directories/Catalogs (132)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Behavior Patterns, Class Organization, Instructional Development, Interaction, *Program Descriptions, *Reference Materials, Research Methodology, *Research Utilization, *Resource Materials, Student Attitudes, Teacher Behavior, Teacher Education, Teacher Effectiveness

Publications produced from research projects conducted by the Texas University Research and Development Center are listed. Information is given concerning the following university-based projects: 1) Classroom Organization and Effective Teaching; 2) Dimensions of Classroom Instruction; 3) Student Perceptions and School Behavior; 4) Teaching-Learning Interaction; and, 5) Research on Concerns-Based Adoption. Reports from previous projects are included. An abstract for each document is provided, and information on availability is cited. (JD)

ED 185 837 FL 011 306

*Hosenfeld, Carol*

**Cindy: A Learner in Today's Foreign Language Classroom.**

Pub Date-79

Note-22p.; Paper presented at the Northeast Conference on the Teaching of Foreign Languages (Washington, DC, April 19-22, 1979).

Available from-Not available separately; See FL 011 303.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**Document Not Available from EDRS.**

Descriptors-Case Studies, Cognitive Style, *Individual Differences, Induction, Language Processing, *Language Research, *Learning Processes, Psycholinguistics, *Reading Skills, Remedial Instruction, Second Language Instruction, *Second Language Learning, *Translation, Vocabulary Skills

The decoding behavior of Cindy, a junior high school student of French, was analyzed. An examination of a transcript of her attempt to translate a French passage aloud into English revealed that she was not taking advantage of contextual guessing. During remedial sessions, an attempt was made to discover the best method of helping Cindy acquire the strategies of a contextual guesser. A reasonably successful model was found in a translator who kept some segments in the foreign language and read each task only once. Cindy was able to adapt the strategies of this model to her own needs, and the results was a list of 12 differences in strategic approach between Cindy ano the model. At the end of the sessions, Cindy's decoding behavior had improved considerably. These results imply an important role for inductive techniques in teaching reading strategies in second languages. The implementation of an inductive approach is seen as requiring: (1) a re-evaluation of many former assumptions about learning ability, (2) the establishment of a procedure for identifying individual learning styles, and (3) a classification system for self-report data. (JB)

ED 185 896 HE 012 529

*Sawyer, Richard Maxey, E. James*

**The Validity Over Time of College Freshman Grade Prediction Equations.**

American Coll. Testing Program, Iowa City, Iowa. Research and
Development Div.
Report NO.-ACT-RR-80
Pub Date-Oct 79
Note-19p.
Available from-ACT Publications, P.O. Box 168, Iowa City, IA 52243
($1.00 prepaid)
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Academic Ability, *College Bound Students, *College Entrance Examinations, *College Freshmen, Females, Grade Point Average, *Grade Prediction, High School Graduates, Males, *Mathematical Formulas, Predictive Measurement, *Predictive Validity, Standardized Tests, Statistical Analysis
Identifiers-*Act Assessment

The validity of prediction equations based on American College Testing (ACT) Program test scores and high school grades is investigated. Presented are separate results for prediction equations based on ACT scores only, on high school grades only, and on both kinds of prediction jointly. Also included is a discussion of the relationship between equations and the length of time they have been in use. The study is based on data collected from a random sample of 260 colleges participating in the ACT Research Services from 1972-73 to 1976-77. The accuracy of prediction equations based on the two variables was found to be quite stable over time. A similar stability was noted in the accuracy of grade predictions for males and females separately. Grade predictions based on ACT scores only showed slightly greater stability over time than those based on grades only. It is concluded that despite the changes some colleges experience in student abilities, curricula, and grading practices over time, freshman grade averages can be accurately predicted using equations as old as four years. ACT policy is to update equations at least every three years. Data tables and statistical analyses are briefly discussed, and a brief list of references is included. (Author/MSE)

*Allardyce, A. Vickers, S. C. J.*

**The International Exchange of Publications and International Lending Is There a Useful Relationship?**

Pub Date-Aug 79

Note-17p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). For related document, see IR 008 320.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Exchange Programs, Information Centers, *Interlibrary Loans, *International Educational Exchange, Library Acquisition, Library Cooperation, *Publications, Technology

The exchange of publications and international lending are both international interlibrary activities for bringing to a library works which are not owned by that library or which are owned in insufficient quantity to meet demand. This paper examines the relationships between the two to determine which would in practice be of assistance to the reader. Only in countries where every resource must be employed to save currency in the acquisition of foreign material or where the development of a strong international exchange program is given priority would coordination seem beneficial, and this might be at a sacrifice of the real need of the foreign lender or borrower, unless the alternative is offered without extra delay or cost in the first instance. The exception might be where the resources of a duplicate exchange center may match interlending demand among countries of common culture, and that seems likely to be less useful than well organized international loan arrangements. Some current blanket exchanges of periodicals or dissertations might be unnecessary if interlending could be improved or selective on-demand exchanges developed. The usefulness of duplicate exchange to help build up dedicated loan collections is beyond question; and the extent to which it will mitigate the need for borrowing depends on coincidence of the supply and the loan demand, although long term trends may smooth out disparities. (Author/CMV)

**Child Development Associate. Health for Young Children.**

Eastern Oklahoma State Coll., Wilburton.; Oklahoma Child Development Associate Policy Advisory Council, Midwest City.; Oscar Rose Junior Coll., Midwest City, Okla.

Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date- 76
Grant-DHEW-OCD-6-C-15
Note-87p.; For related documents, see PS 011 430-439 and PS 011 441-447.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Reference Materials (130)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Child Caregivers, Class Activities, *Competency Based Teacher Education, Day Care, Early Childhood Education, *Health Education, Health Needs, Learning Activities, Postsecondary Education, *Preschool Teachers, Sanitation, *Teacher Responsibility, Teacher Role, *Training
Identifiers-*CDA, Child Development Associate

The purpose of this Child Development Associate (CDA) training module, one of a series of 18, is to provide information for the CDA intern on the health needs of children, ways to teach health care habits, and characteristics of a sanitary environment. The module stipulates competency-based objectives and provides essential information, suggestions, and examples on topics related to the objectives. These topics are teachers' responsibility for health care; teaching health care habits to young children; sanitation; and activity development. Instructions for 15 learning activities for interns are provided. Also included is a partially annotated list of books, pamphlets, films, tapes, periodicals, resource organizations and children's books concerning health care. (SS)

ED 185 878 HE 012 374

*Odegaard, Charles E.*

**Area Health Education Centers: The Pioneering Years, 1972-1978.**

Carnegie Council on Policy Studies in Higher Education, Berkeley, Calif.
Pub Date-79
Note-123p.
Available from-Carnegie Council on Policy Studies in Higher Education, 2150 Shattuck Ave., Berkeley, CA 94704
Pub Type- Reports - Research (143) - Historical Materials (060) - Reports - Evaluative (142)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Colleges, Delivery Systems, Financial Support, Government Role, *Health Education, Health Occupations, *Health Services, Higher Education, Institutional Characteristics, National Programs, Needs Assessment, *Physicians, Program Descriptions, Public Health, Universities
Identifiers-*Area Health Education Centers, Comprehensive Health Manpower Training Act, Site Visits

Federal policies and contracts relating to Area Health Education Centers are examined. The evolution of federal programs in the health field is traced, including a discussion of the Carnegie Commission's special reports, the Comprehensive Health Manpower Training Act of 1971, and subsequent amendments to the Act. A detailed outline of the functions of these federal policies is included. A critique of 11 universities and their area health education centers is also presented. Site visits to each location are described. The services of the health education centers are assessed in reference to the recommendations of the Carnegie Commission that include: improved and increased health care services, minority representation in the health care field, cost

ED 185 915 HE 012 596

*Furniss, W. Todd, Ed. Gardner, David P., Ed.*

**Higher Education and Government. An Uneasy Alliance.**

Pub Date-79

Note-144p.; Papers presented at the Annual Meeting of the American Council on Education (61st, 1978).

Available from-American Council on Education, One Dupont Circle, NW, Washington, DC, 20036

Pub Type- Books (010) - Speeches/Meeting Papers (150)

**Document Not Available from EDRS.**

Descriptors-Academic Freedom, American Indians, Black Students, College Administration, College Admission, College Faculty, College Presidents, Curriculum Development, Educational Objectives, Federal Aid, Federal Government, Financial Support, Governance, *Government Role, *Government School Relationship, *Higher Education, *Institutional Autonomy, Policy Formation, Research, Retirement, Sciences, Social Responsibility, State Aid, Teacher Placement

Leaders from government and the higher education community provide a philosophical but pragmatic discussion of such topics as curriculum, admissions, research funding, and financial support. Compiled from papers presented at the 61st annual meeting of the American Council on Education, this volume offers the viewpoints of 22 institutional administrators, college presidents, government officials and other education leaders on the interaction between higher education and government. The papers are grouped into sections on living with change; who shall teach; what shall be taught; who shall study; who decides about research; who decides what to spend; who champions the institution; and agents for social change. Papers and authors include: Freedom with Responsibility (Howard G. Bowen); The Limits of Growth (Alice M. Rivlin); Academic Freedom and Retirement (Marjorie Downing Wagner); Defending the Power to Appoint (John S. Toll); Collegiality in Changing Times (Martha Friedman); Curricular Decision Making (Lawrence

**Study of Selected Educational Institutions and Students Participating in Direct School Lending Under the Federal Insured Student Loan Program: Final Report.**

Cresap, McCormick, and Paget, Inc., Chicago, Ill.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-30 Sep 79
Contract-300-76-0514
Note-220p.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-Access to Education, College Administration, College Choice, Educational Finance, *Federal Aid, *Financial Aid Applicants, Financial Services, Higher Education, *Loan Repayment, Multiple Regression Analysis, Postsecondary Education, *Proprietary Schools, Questionnaires, Student Characteristics, Student College Relationship, *Student Financial Aid, Student Financial Aid Officers, *Student Loan Programs
Identifiers-*Federal Insured Student Loan Program

The results of an evaluation study of selected educational institutions and students participating in direct school lending under the Federal Insured Student Loan Program (FISLP) is presented. Proprietary schools, which as a group have had a history of high default rates, and institutions of higher education, which are becoming the primary disbursers of direct school loans, are examined. The study includes four objectives: to assess the attitudes and characteristics of current student borrowers who have received FISLP loans; to review administration policies and practices in their role as lenders; to examine the relationship between default on FISLP loans and the characteristics of past student borrowers of these loans; and to develop observations and recommendations on the policies and procedures of the FISLP that can strengthen its effectiveness. On-site visits were made to all eight direct proprietary lenders in the FISLP and 15 of their 39 schools, along with 16 institutions of higher education. Those interviewed were typically such administrators as financial aid officers, bursars, treasurers, vice-presidents for administration and finance, and corporate comptrollers. Among the concluding observations are: (1) the predominant factor in the students' enrollment decision is either the prospect of obtaining related employment or the school's reputation in their area of interest; (2) about 40 percent of the students felt that the availability of direct FISLP loans was important in their decision to enroll at their school; (3) nearly 70 percent of

ED 186 021 IR 008 387

*Katzman, Solomon Katzman, Natan*
**Public Radio Programming Content by Category. Fiscal Year 1978.**
Spons Agency-Corporation for Public Broadcasting, Washington, D.C.
Pub Date-79
Note-76p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Annual Reports, Broadcast Industry, *Content Analysis, *Educational Radio, *National Surveys, *Programing (Broadcast), Tables (Data)
Identifiers-National Public Radio

Part of a series of statistical reports on public broadcasting, this publication is based on data supplied by public television and CPB-qualified public radio stations in a survey of CPB-qualified public radio programming by category. This report is the first study of its kind on public radio content, and the data represent a sample of an entire year (FY 1978) of public radio programming. Details of the research methodology are presented in the first chapter and in the appendices of the report. Numerous tables and figures display data on public radio in 1978; public radio by part of the day; music and news/public affairs programming; cultural, instructional and special interest programs; and NPR (National Public Radio) and locally distributed programming. Appendices include information on the survey method and operations, computation of standard error, survey instruments and cover letters, Subsidiary Communications Authority broadcasting, and a list of stations and categories. (Author/CMV)

ED 186 043 IR 008 412

*Lancaster, F. Wilfrid, Ed.*

**The Role of the Library in an Electronic Society.**

Illinois Univ., Champaign. Graduate School of Library Science.

Pub Date-80

Note-205p.

Available from-Publications Office, Graduate School of Library Science, 249 Armory Building, Champaign, IL 61820 ($9.00).

Pub Type- Opinion Papers (120) - Collected Works - Proceedings (021)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Computer Science, *Data Processing, *Electronic Equipment, *Information Dissemination, Information Systems, Libraries, Library Automation, *Library Role, Library Science, Publications, Publishing Industry, *Telecommunications

This compilation of papers presented at the sixteenth annual Clinic on Library Applications of Data Processing presents 13 papers on the library within the context of technological developments in publishing and related facets of human communication. Instead of focusing on library automation per se, the contributors have chosen to look at various manifestations of electronic communication in the world around us including electronic publications, computer conferencing, and electronic mail, to consider present and probable future capabilities of electronic processing and, most importantly, to study the implications of these developments for libraries and librarians. The papers have been prepared for the most part by leaders in fields outside of librarianship itself. The presentations were planned to dovetail with, and form an integral part of an ongoing research project funded by the National Science Foundation, which relates to the impact of a paperless society'' on the research library of the future. The papers are intended to stimulate further thought, within the profession and beyond, on the implications for libraries of the evolution from a largely paper-based society to a society whose communications will be largely electronics-based. The collection includes brief biographical sketches of the contributors and an index. (Author/RAA)

ED 186 061 JC 800 218

*Bissonnette, Leo Zawilski, Jan*

**A Policy Pertaining to the Reception of Visually Handicapped Students by Dawson College.**

Dawson Coll., Montreal (Quebec).
Pub Date-Jul 79
Note-28p.; Appendices were deleted due to irreproducibility
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Accessibility (for Disabled), Access to Education, Administrative Policy, Extracurricular Activities, Information Dissemination, Legal Responsibility, Needs Assessment, Policy Formation, School Responsibility, *Student Adjustment, *Student College Relationship, Student Personnel Services, Student Problems, Two Year Colleges, Two Year College Students, *Visual Impairments

The major objective of this study is to produce specific policy recommendations aimed at improving the quality of the educational experience of visually handicapped students at Dawson College. The first section of the report focuses on Bill 9, An Act to secure the handicapped in the exercise of their rights,'' in order to establish the nature of Dawson's legal commitment to the visually handicapped. Next, broad guidelines in keeping with the intention of the law are presented, including: (1) Dawson should accept all visually handicapped persons into its program when they meet entrance requirements; (2) Dawson should ensure that, once admitted, the student is not put at a disadvantage by his/her visual handicap vis-a-vis the successful completion of the courses in which the student is enrolled; (3) Dawson should take measures to facilitate the integration of visually handicapped students into the communal life of the college. The next section of the study outlines the problems and needs of visually handicapped students, many of which are common to all Colleges de Education General et Professional students. Finally, specific recommendations are proposed to tackle problems in the areas of the physical environment, academic problems in and outside of the classroom, student services, and extra-curricular activities. (AYC)

ED 186 100 PS 011 312

*Moore, Gary T. And Others*

**Design Patterns for Children's Environments: Synopsis of a Two-Year Research and Design Project.**

Pub Date-79
Note-15p.
Pub Type- Reports - Descriptive (141) - Guides - General (050) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Architectural Research, Children, Criteria, *Day Care Centers, *Design, *Physical Environment, Planning, *Playgrounds, *Policy, *Research Methodology

The purpose of this project was to research and develop two design guides on environments important to child development: child care facilities and outdoor play areas, and to specify new, research-based criteria for the planning and design of these facilities for military bases around the world. The current paper is a synopsis of parts of this project. The paper summarizes the following: (1) the applied research methods used to generate the data-base for the new planning and design guidelines; (2) key findings in the areas of policy, planning, and architecture for both child care facilities and outdoor play areas; and (3) example design applications of the new patterns and criteria for the design of prototypical new facilities, renovations of existing facilities, and adaptive reuse of older buildings. The two design guides described in this paper represent a humanistic approach to architecture based on an examination of children's needs and the role of the physical environment in child development and experience. They are based on recent research in child development, environment and behavior, and architecture. The work also incorporates ideas on child care facilities and play settings from around the world. Most of the information in these documents, while generated for specific application in family housing areas on U.S. military installations, is considered generalizable to child care facilities and outdoor play environments for children. (Author/RH)

ED 186 162 RC 011 906

**Education...the Name of the Game is ...Cooperation. Area-Wide Plan for 1979-1983.**

Southwest and West Central Educational Cooperative Service Unit, Marshall, Minn.

Pub Date-1 Jun 79

Note-134p.; For related documents, see RC 011 907 and RC 012 032. Appendices may not reproduce because of small print size.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-Agency Cooperation, Cost Effectiveness, Declining Enrollment, *Educational Finance, *Educational Legislation, *Educational Planning, Program Descriptions, Program Proposals, *Regional Cooperation, Regional Programs, *Rural Schools, School Administration, School Demography, Shared Services, Small Schools, Tables (Data)

Identifiers-*Minnesota

Prepared for the state legislature, this document is intended to supply practical information to help law makers and educators better understand the planning processes and cooperative efforts that currently exist among the public schools in the 18 counties of southwest and central Minnesota. Parts One and Three describe the planning process that was used by the 88 local districts to prepare 5-year educational plans. Part Two presents geographic, economic, and social characteristics of the region and provides a detailed statement of the existing areas of school cooperation. Parts Four and Five describe the organization and management of schools in the area through 1983 and present alternative methods for the same period; emphasis is on cost effective administrative strategies for small rural schools faced with the problems of inflation and declining enrollments. Part Six summarizes opportunities for further cooperation among area school districts, i.e., administrative and business office sharing, teacher sharing, and programs and material sharing. Part Seven reviews 25 legislative rulings that may be preventing efficient school policies to deal with the recent severe enrollment decline. Comments on each district's 5-year plan are found in Part Eight. Numerous charts and tabular data accompany the text, and a variety of supporting documents are appended. (Author/JH)

ED 186 180 RC 012 011

*Rides At The Door, Darnell Davis, Comp.*

**NAPI Stories. Blackfeet Heritage Program: Browning.**

Browning School District 9, Mont.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Note-25p.; For related documents, see RC 011 957-060 and RC 012 010-013.

Pub Type- Collected Works - General (020) - Creative Works (030) - Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*American Indian Culture, American Indian Education, *American Indian Literature, American Indians, *Childrens Literature, Cultural Background, Ethical Instruction, *Folk Culture, *Legends, Moral Values, Oral History, Story Telling, Tribes

Identifiers-*Blackfeet (Tribe), Ethnic Heritage Studies Program, *Napi

Napi stories have been passed down from generation to generation in the Blackfeet Nation. All Blackfeet people knew of Napi, from the serious side of his creation to the foolish and spiteful deeds he performed. At one time it is said that Napi could talk with all living things the animals, plants, rocks, everything. He teased, pulled pranks, many times on himself. His actions began a cycle of existence. Each family has their own interpretation of the various Napi stories, but in the final analysis each story has a common moral in the ending. One story might teach a lesson or prove a point; another story may tell of how a certain part of nature came to be. Through the stories compiled in this volume, it is hoped that Blackfeet children and others will begin to obtain an understanding of the Blackfeet people. Titles included are Dreams,'' How to Pick Berries,'' Indian Customs and Beliefs of Days Past,'' Magic Leggings,'' Napi and His Mate,'' Napi and the Birds,'' Napi and the Elk Dance,'' Napi Looses His Eyes,'' Napi Punishes the Rock,'' Napi Teases the Bear,'' Napi, the Ground Squirrels, and the Bobcat,'' and The Story of Marriage.'' Full page black and white drawings by Blackfeet artists Barbara Gilham Aubert, Tracy Rutherford, and Kenny Doore illustrate each story. (Author/NEC)

ED 186 199 RC 012 032

**Southwest and West Central Educational Cooperative Service Unit. Annual Report for 1979-1980.**

Southwest and West Central Educational Cooperative Service Unit, Marshall, Minn.

Pub Date-Apr 80
Note-94p.; For related documents, see RC 011 906-907. Contains some light print.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Adult Education, *Annual Reports, Career Education, *Cooperative Programs, Educational Administration, Educational Media, Educational Planning, Expenditures, Financial Support, Inservice Teacher Education, *Intermediate Administrative Units, Learning Resources Centers, Management Information Systems, Nutrition Instruction, Objectives, *Professional Services, Shared Services, *Special Education
Identifiers-*Educational Cooperative Service Unit, *Minnesota

School districts in southwest and west central Minnesota have historically led the state in cooperative efforts. The Educational Cooperative Service Unit (ECSU), an intermediary agency that is an extension of the member schools, is responsive to school district needs and is controlled by the member schools themselves. In 1979-80 membership in the southwest and west central ECSU included 99 public schools and 6 non-public schools, representing some 65,000 students. A number of services and programs are offered through the ECSU. Special education efforts include centers offering special education programs and support services, an instructional materials center, and regional consultants for the handicapped, vision impaired, emotionally disturbed and hearing impaired. Instructional services include a teacher center to assist in inservice training, curriculum development, etc.; an information network; an adult right to read'' program; career education; and a nutrition education and training program. Administrative services involve such areas as educational planning and management information systems. The media services include film collections, equipment loans, equipment repair, and a free printing service. This annual report discusses the governance structure, philosophy, goals and membership of the ECSU, summarizes its programs and services, and discusses finance and personnel needs. Appendices include bylaws, ECSU legislation, and a calendar of 1979-80 events. (DS)

ED 186 274 SE 030 743

## R&D Speaks in Junior High School Mathematics: A Research Seminar for Practitioners (Dallas, Texas, August 8-9, 1979).

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Grant-OB-NIE-G-78-0108
Note-130p.; Pages 75-92 removed due to copyright restrictions.
Pub Type- Collected Works - Proceedings (021) - Reports - General (140)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-Classroom Environment, Classroom Research, *Classroom Techniques, Educational Diagnosis, Educational Research, *Inservice Teacher Education, *Junior High Schools, Mathematics Anxiety, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Problem Solving, Remedial Mathematics, *Research Utilization, Secondary Education, *Secondary School Mathematics, Teacher Education

Presented is an account of a day-and-a-half seminar which was held for selected mathematics educators from six states. It was sponsored by the Regional Exchange (RX), a National Institute of Education (NIE) dissemination project headquartered at the Southwest Educational Development Laboratory (SEDL). The seminar had two important purposes: (1) to foster an exchange of information and resources between mathematics researchers and mathematics practitioners; and (2) to lend support to the mathematics preservice/inservice activities in the six-state region. Two researchers were on the program. One was a mathematics educator who discussed junior high school mathematics teaching in terms of diagnosis, remediation, mathematics anxiety, and problem solving. The other was a research scientist with the Classroom Organization for Effective Teaching (COET) who discussed classroom management research in the junior high school classroom. A synthesis of

**Selected Bibliography of Egyptian Educational Materials, Vol. 4, No. 3, 1978.**

Al-Ahram Center for Scientific Translations, Cairo (Egypt).
Spons Agency-National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report NO.-TT-78-59141/3
Pub Date-80
Note-114p.; Not available from EDRS in paper copy due to poor reproducibility of original document; For a related document, see ED 179 482.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Adult Education, Arabic, Arabs, *Comparative Education, *Developing Nations, Early Childhood Education, *Educational Development, Educational Objectives, Educational Planning, Educational Trends, Elementary Secondary Education, Higher Education, Mathematics Education, Religious Education, Sciences, Teacher Education, Vocational Education
Identifiers-Egypt

This annotated bibliography contains English language annotations of newspaper and journal articles and government publications from Egypt on the topic of education. All of the items were published in 1978. Annotations are categorized by topic. Sixty seven topics are listed including adult education, Arabic language, educational planning faculties and universities, nurseries, primary schools, sciences, mathematics, religious education, teacher training, textbooks, technical education, and youth education. An author index and a list of sources concludes the document. (Author/RM)

ED 186 331 SO 012 573

**The Second Assessment of Art, 1978-79. Released Exercise Set.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Report NO.-NAEP-10-A-25
Pub Date-Apr 80
Contract-OEC-0-74-0506
Grant-NIE-G-80-0003
Note-123p.; Photographs may not reproduce clearly in paper copy.
Pub Type- Information Analyses (070) - Reports - Evaluative (142) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Art Appreciation, *Art Education, Art History, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, Fine Arts, Knowledge Level, Multiple Choice Tests, *National Surveys

The document presents multiple-choice exercises designed by the National Assessment of Educational Progress (NAEP) to measure the ability of students (ages 9 through 17) to recognize and describe various works of art. The objective is to provide classroom teachers easy access to released and tested art assessment materials. For each exercise, information is presented on objectives, time required, administration, photographic and source information, and age groups for which the exercise is most appropriate. Exercises and documentation are in loose leaf format to facilitate sorting and copying. Most exercises involve photographs of art works. The document is presented in three major sections. Section I reviews assessment procedures upon which the exercises are based and explains documentation which accompanies the exercises. Section II presents objectives used to develop the exercises (including that students should know about art and perceive and respond to various aspects of art), describes the content range of the

ED 186 349 SO 012 607

*Ferman, Louis A., Ed. Gordus, Jeanne P., Ed.*

**Mental Health and the Economy.**

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Pub Date-Dec 79

Note-422p.; Papers and comments presented at the Conference on Mental Health and the Economy (Hunt Valley, MD, June 1978).

Available from-W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 ($8.50 hardcover, $6.25 paperback, quantity discounts available)

Pub Type- Collected Works - Proceedings (021) - Information Analyses (070) - Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Adjustment (to Environment), Career Change, *Economic Change, Economics, Federal Legislation, Futures (of Society), Mental Disorders, *Mental Health, *Physical Health, *Psychological Studies, Relationship, Social Mobility, *Stress Variables, Unemployment

This volume offers a collection of papers which explores the relationships between major economic changes and individual and collective mental and physical well-being, including individual distress, deviant behavior, and other symptoms of underlying pathology. The contributors examine the processes leading from macroeconomic change to social and psychological outcomes from a variety of conceptual approaches. The focus is largely on individual stress related to unemployment and to work transitions. The papers are entitled: Economic Circumstances and the Entangling Web of Pathologies;'' Health and the National Economy;'' Social Support, Person-Environment Fit;'' Role Adaptation and the Appraisal of Work-Related Stress;'' Economic Deprivation, Social Mobility, and Mental Health;'' Economic Changes and Mental Illness;'' Psychophysiology of Stress;'' Discussion;'' Does Economic Change Provoke or Uncover Behavioral Disorder?'' Social Support and Stress: Some General Issues and Their Application to the Problem of Unemployment;'' Unemployment and Mental Health;'' Federal Legislation in Respect to Employee Ownership of Firms;'' and Strategy

ED 186 375 SP 015 809

*Hall, Gene E.*

**Concerns-Based Inservice Teacher Training: An Overview of Concepts, Research and Practice.**

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 78

Contract-OB-NIE-G-78-0116

Note-38p.; Paper presented at the Conference on School-Focused Inservice Training (Bournemouth, England, March 2-3, 1978).

Available from-Communications Services, R&D Center for Teacher Education, EDA 3.203, The University of Texas, Austin, TX 78712 ($1.50)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Attitude Change, Change Agents, Design Preferences, *Design Requirements, Humanistic Education, *Individual Needs, *Inservice Teacher Education, *Instructional Innovation, *Participant Satisfaction, Program Implementation, Teacher Motivation

Within the Concern-Based Adoption Model (CBAM), three key variables serve as tools for focusing on the individual teacher's progressive involvement in an innovative inservice education program. These three dimensions are: the teacher's attitude toward the innovation, changing level of use of the innovation, and perception of the innovation itself. In this report each of these dimensions is described, and illustrative research and implications are presented. A description of a current research activity in which these three diagnostic variables are being used is included. Several principles are listed as guidelines for designing and managing a CBAM inservice teacher education program. (JD)

ED 185 858 FL 011 349

**Persian Basic Course: Skits and Supplementary Reader.**
Defense Language Inst., Monterey, Calif.
Report NO.-PF0023S
Pub Date-Jul 75
Note-85p.; For related documents, see FL 011 338-350.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($1.45)
Language-English; Persian
Pub Type- Creative Works (030) - Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Audiolingual Methods, Communicative Competence (Languages), *Intensive Language Courses, Language Usage, *Persian, *Reading Comprehension, *Second Language Instruction, *Skits, Standard Spoken Usage, *Supplementary Reading Materials, Vocabulary Development

A supplementary reader and skits for a basic course in Persian are presented that are designed for use in the Defense Language Institute's intensive programs for native English language speakers. The collection of skits is written about everyday activities of the Persian people. The places and situations, as well as the language, have been chosen to portray the most ordinary and recurrent events of daily life in Iran. The skits are intended to be acted out in class with some preparation on the part of the students. Short stories and essays have been prepared to give the more ambitious student some extra reading material. They are intended to provide a useful and varied selection of words in an interesting context, and they should be easier to read than the daily newspapers and magazines. They should be read during the student's own time and as an extra curricular reading activity. (SW)

*Pelissier, Denise*
**PASCAL Data Base: File Description and On Line Access on ESA/IRS.**
Royal Inst. of Tech., Stockholm (Sweden). Library.
Report NO.-TRITA-LIB-4065
Pub Date-Nov 79
Note-27p.
Pub Type- Reports - Descriptive (141) - Reference Materials (130)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Data Bases, Information Dissemination, *Information Retrieval, Information Systems, *Online Systems, *Sciences, *Serials
Identifiers-France, *PASCAL Data Base, *Scientific and Technical Information

This report describes the PASCAL database, a machine readable version of the French abstract journal Bulletin Signaletique, which allows use of the file for (1) batch and online retrieval of information, (2) selective dissemination of information, and (3) publishing of the 50 sections of Bulletin Signaletique. The system, which covers nine scientific domains worldwide, contains abstracts of documents appearing in serials, French doctoral and master theses, conference reports, technical reports, books, and patents filed in France. The report details record layout and online access, and appendices include examples of sample searches, subject coverage and correspondence between the different subfiles and the sections, formats, main language codes, and a list of lexicons and thesauri available from Informascience. (FM)

ED 186 221 SE 030 433

*Allen, Frank B. And Others*

**Matematica Para La Escuela Secundaria, Primer Curso de Algebra (Parte 2). Traduccion Preliminar de la Edicion Inglesa Revisada. (Mathematics for High School, First Course in Algebra, Part 2. Preliminary Translation of the Revised English Edition).**

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-62
Note-327p.; For related documents in Spanish, see SE 030 431-434; and in English ED 173 100.
Language-Spanish
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC14 Plus Postage.**
Descriptors-*Algebra, *Bilingual Education, Instructional Materials, *Mathematics Curriculum, *Mathematics Instruction, Number Concepts, *Secondary Education, *Secondary School Mathematics, Textbooks
Identifiers-Polynomials, *School Mathematics Study Group

This is part two of a three-part SMSG algebra text for high school students. The principal objective of the text is to help the student develop an understanding and appreciation of some of the algebraic structure as a basis for the techniques of algebra. Chapter topics include addition and multiplication of real numbers, subtraction and division of real numbers, factors, exponents, radicals, and polynomials and rational expressions. (RH)

ED 186 249 SE 030 628

*Mitchell, Eugene E., Ed.*

**COED Transactions, Vol. XII, No. 1, January 1980. Simulation of Hooke's Joint on the Analog Computer.**

American Society for Engineering Education, Washington, D.C. Computers in Education Div.

Pub Date-Jan 80

Note-10p.

Available from-COED Transactions, ASEE, P.O. Box 308, West Long Branch, NJ 07764 (no price quoted).

Pub Type- Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors-*Analog Computers, *College Science, Engineering, *Engineering Education, Higher Education, *Mechanical Equipment, *Problem Solving, Programing, Resource Materials, Science Education

Identifiers-Mechanical Engineering

A problem is presented that teaches the engineering student or practicing engineer the behavior of Hooke's joint, a widely used mechanism for transmitting rotary power in mechanical equipment. Also provided by this problem is an exercise in analog programing which utilizes nonlinear computer elements. (Author/CS)

ED 186 401 SP 015 949

*Schurr, K. Terry And Others*

**Discrepancies in Teacher and Administrator Preferences for Inservice Training Topics.**

Spons Agency-Ball State Univ., Muncie, Ind.
Pub Date-Apr 80
Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 9, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Administrator Attitudes, Cooperative Planning, *Inservice Teacher Education, *Needs Assessment, *Program Content, Program Evaluation, *Teacher Administrator Relationship, *Teacher Attitudes

A study investigating the discrepancies between teacher and administrator preferences for sixty-one inservice topics indicates that teachers perceived topics associated with motivational-attitudinal considerations to be of greater importance than did administrators and supervisors. Other differences between teachers and administrators appear to be dependent on instructional level, supervisory-administrative position, and subject matter areas. The findings recommend active involvement of teachers in the planning of inservice programs and the adaptation of programs to the various grade levels and particular subject matters. (Author/JD)

ED 186 080 JC 800 278

**Real Estate Needs Survey, Fall 1979.**
Johnson County Community Coll., Overland Park, Kans.

Pub Date-Nov 79
Note-19p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Adults, *Adult Vocational Education, Associate Degrees, *Attitude Measures, College Credits, *Community Colleges, Community Surveys, Courses, Educational Attitudes, *Educational Needs, Inservice Education, Needs Assessment, Questionnaires, *Real Estate, Sales Occupations, Sales Workers, Scheduling, State Legislation, State Standards, Two Year Colleges
Identifiers-Kansas

In light of recent legislation specifying minimum educational requirements for the renewal of real estate licenses for brokers and salespersons in Kansas, Johnson County Community College conducted a survey of community needs for real estate education. The survey instrument, which was distributed by the Johnson County Board of Realtors to its members, focused on interest in an associate degree

*Lindsay, Jeanne*

**Parenting Preschoolers: Study Guides for Child Care Books. A Student Manual.**

Pub Date-78
Note-94p.; For related document, see PS 011 405.
Available from-Morning Glory Press, 6595 San Haroldo Way, Buena Park, CA 90620 ($3.95, $1.50 shipping; 10 copies, $35.00 plus 10% for shipping)
Pub Type- Guides - Non-Classroom (055) - Books (010)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Child Rearing, Games, Health, Mothers, Nutrition, One Parent Family, *Parent Education, *Parent Role, Pregnancy, *Preschool Children, Sex Fairness, Sex Role, Study Guides

This book provides study guides to 10 books written for the general public about parenting preschool children. (RH)

ED 186 144 PS 011 441

**Child Development Associate. Mathematics: Beyond Fingers and Toes.**

Eastern Oklahoma State Coll., Wilburton.; Oklahoma Child Development Associate Policy Advisory Council, Midwest City.; Oscar Rose Junior Coll., Midwest City, Okla.

Spons Agency-Office of Child Development (DHEW), Washington, D.C.

Pub Date- 76

Grant-DHEW-OCD-6-C-15

Note-72p.; For related documents, see PS 011 430-440 and PS 011 442-447.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Reference Materials (130)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*Child Caregivers, *Competency Based Teacher Education, Curriculum Development, Day Care, Early Childhood Education, Learning Activities, Mathematical Concepts, *Mathematics Instruction, Postsecondary Education, Preschool Children, *Preschool Teachers, Resource Units, *Teacher Responsibility, Teaching Methods, *Training

Identifiers-*CDA, Child Development Associate

One of a series of 18, this Child Development Associate (CDA) training module provides a guide to developing mathematical ability in preschool

ED 186 295 SO 012 464

*Steel, Lauri Wise, Lauress L.*

**A Lifespan Perspective on Adults' Achievement and Life Quality.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Sep 78
Grant-NIMH-1-ROI-MH29509-01
Note-22p.; Paper presented at Annual Meeting of the American Psychological Association (Toronto, Canada, September 1978).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Academic Achievement, *Adults, Career Choice, Career Development, Comparative Analysis, Educational Benefits, Educational Status Comparison, *Education Work Relationship, Females, Longitudinal Studies, Males, *Quality of Life, *Sex Differences, Sex Role, Social Science Research, Socioeconomic Influences

This paper explores how life course organization influences overall life quality and achievement, with emphasis on achievement differences between men and women. Life course organization refers to the level,

ED 185 838 FL 011 307

*Jarvis, Gilbert A.*

**The Second Language Teacher: Reconciling the Vision with the Reality.**

Pub Date-79

Note-27p.; Paper presented at the Northeast Conference on the Teaching of Foreign Languages (Washington, DC, April 19-22, 1979).

Available from-Not available separately; See FL 011 303.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

**Document Not Available from EDRS.**

Descriptors-Educational Assessment, *Language Teachers, *Second Language Instruction, *Second Language Learning, *Teacher Effectiveness, *Teacher Role, *Teaching Methods

This general assessment of the foreign language teaching profession

ED 186 402 SP 015 957

**Report of the National Conference of Senior Officials to Consider UNESCO Recommendations on Physical Education and Sport (Washington, D.C., November 16-18, 1977).**

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-138p.
Pub Type- Collected Works - Proceedings (021)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-Athletics, Disabilities, Educational Administration, *Educational Objectives, *Educational Research, Governance, *Health Education, Institutional Cooperation, *Physical Education, *Program Development, *Recreation

Presented are the papers resulting from the efforts of six task forces at the National Conference of Senior Officials to Consider UNESCO recommendations on Physical Education and Sport. Task Forces 1,2, and 3 centered on the responsibilities and opportunities for strengthening physical education and sports programs and were primarily directed to officials and leaders in the federal government and at the national level, at the state government level, and in local communities. Task Force 4 dealt with the responsibilities and opportunities of professional leaders in health, physical education, recreation, sports, and other youth work in order to improve programs both in and out of school. Task Forces 5 and 6 were concerned with recommendations to meet the needs of handicapped and inner city youth. The conference agenda and a list of the sponsoring and cooperating agencies are included. (Authors/LH)

ED 186 428 SP 016 091

*Foshay, Arthur W., Ed.*
**Considered Action for Curriculum Improvement.**
Association for Supervision and Curriculum Development, Alexandria, Va.
Pub Date-80
Note-209p.
Available from-Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, VA 22314.
Pub Type- Opinion Papers (120) - Information Analyses (070)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Curriculum Design, *Curriculum Development, Educational Needs, Educational Theories, Needs Assessment, Program Improvement, School Community Relationship, Student Teacher Relationship

Intended to aid persons who are directly involved in curriculum planning and development in public school systems, this book treats three general areas of concern. The first three chapters of the book deal with the culture of the school, the next four with various aspects of curriculum theory, and the final three with the reality of classroom teaching and practical problems of teachers and curriculum planners. Listings of the ASCD yearbook committee, board of directors, review council members, and headquarters staff are appended. (LH)

and accounting. innovation and experimentation, catalogs and other publications, types of programs, and evaluation. (BH)

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ED 186 451 TM 800 138

*Essex, Diane L. And Others*

**A Comparison of the Predictive Validity of the New and Old Medical College Admission Test with the Predictive Validity of Programmatic Variables Collected During the First Two Months of the Basic Medical Science Program.**

Pub Date-Apr 80

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Academic Achievement, *College Entrance Examinations, Grade Point Average, Higher Education, *Medical Schools, *Predictive Validity, Predictor Variables, Science Tests, Scores

Identifiers-Basic Science Comprehensive Test, *Entrance Examinations, *Medical College Admission Test, National Board of Medical Examiners, Test Revision

The predictive validity of the new Medical College Admission Test (MCAT) was examined; the validity coefficients were compared to those obtained from previous versions of the MCAT and from performance data gathered early in a first-year basic science program. Data were collected from about 400 medical students, including: (1) MCAT subscores biology, chemistry, physics, science problems, reading skills analysis, and quantitative skills analysis; (2) undergraduate grade point average; (3) test scores on locally-developed basic science tests, the Level III examinations; (4) scores on the Basic Science Comprehensive examination; and (5) scores on the National Board of Medical Examiners Part I examination, administered after the first year of medical school. The data were gathered between 1976 and 1980. The highest validity coefficients were obtained when total scores from locally developed examinations were used to predict performance on the two certifying examinations, the Basic Science Comprehensive and the National Board. The predictive validity of the new MCAT appeared to be superior to that of its predecessor. Further study investigating the stability of validity coefficients over several classes of students was recommended. (Author/GDC)

ED 186 471 TM 800 176

*Patience, Wayne M. Reckase, Mark D.*

**Operational Characteristics of a One-Parameter Tailored Testing Procedure. Research Report 79-2.**

Missouri Univ., Columbia. Tailored Testing Research Lab.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date-Oct 79

Contract-N00014-77-C-0097; NR-150-395

Note-39p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Computer Assisted Testing, *Difficulty Level, Error of Measurement, Item Analysis, *Item Banks, *Latent Trait Theory, Mathematical Models, *Simulation, Statistical Bias, Test Construction, *Test Items, Test Reliability

Identifiers-FORTRAN Programing Language, Maximum Likelihood Estimation, Monte Carlo Methods, Rasch Model, *Tailored Testing

An experiment was performed with computer-generated data to investigate some of the operational characteristics of tailored testing as they are related to various provisions of the computer program and item pool. With respect to the computer program, two characteristics were varied: the size of the step of increase or decrease in item difficulty for successive items, and the range in difficulty levels within which items might be considered acceptably close to a specified level. With respect to item pools, the two characteristics were varied: the number of items in the pool, and the shape of the item difficulty distribution. Simulated test data were generated by computer for various values of the four parameters (step size, acceptance range, number of items, and item difficulty distribution) and for various hypothetical ability levels from plus three to minus three. The resulting expected values and standard errors were tabulated and are presented as a guide for those involved in setting up tailored testing procedures. (Author/CTM)

multi-subject designs. Validation and cross-validation studies indicated that the instrument was construct valid for measuring political attitudes. Reliability studies indicated that overall test-pretest and internal consistency were moderately high. Studies of the reliability of the six subtests indicated that test-retest and internal consistency ranged from moderate to low. (Author)

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ED 186 492 TM 800 245

*Millsap, Mary Ann And Others*
**Women's Studies Evaluation Handbook.**
National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Note-66p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Data Analysis, *Evaluation Methods, Higher Education, Measurement Techniques, Objectives, *Program Evaluation, Quasiexperimental Design, Research Reports, *Womens Studies

The purpose of this handbook is to encourage and assist women's studies directors and faculty to perform or obtain evaluations of their programs in order to assist in their decision making needs, and to know how, when, and to what ends program evaluation can be used. Evaluation is defined and described. Five major approaches are listed: professional judgment, measurement, decision-theoretic, goal-free, and the fit between goals and reality. Goals and objectives are defined and possible dilemmas between long- and short-range goals discussed. A quasi-experimental design is described and exemplified for a program with seven objectives. Survey instruments, interviews, and observation techniques are described and compared. The need for planning data analysis in advance of data collection is presented. The final evaluation report is discussed with reference to its audiences (the client and other interested persons) and its format. An example of an executive summary report is appended, together with abstracts of 13 evaluations of women's studies programs, and a list of resource materials. (CTM)

Cultural Differences, *Cultural Pluralism, Higher Education, *Multicultural Education, *Teacher Education

In an attempt to improve education, and to assist teachers in meeting the students' and the nation's rapidly changing needs, a format for a Multicultural Education License is presented. It is recommended that licensing for a multicultural undergraduate teacher education program be performance based or competency based. Included is a suggested structural design for a competency based multicultural teacher training program. Ten goals are presented and objectives under each goal are explored. (Author/RLV)

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## ED 186 515 UD 020 410

*Oguri-Kendis, Kaoru*

**Ethnicity in the Suburbs: The Case of the Third Generation Japanese American.**

Pub Date-1 Dec 79

Note-14p.; Paper presented at the Annual Meeting of the American Anthropological Association (Cincinnati, Ohio, December 1, 1979). Best copy available.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Ethnicity, Ethnic Relations, Group Unity, *Identification (Psychology), *Japanese Americans, Middle Class, *Social Integration, Social Life, *Suburbs

Identifiers-*California (Orange County)

Japanese Americans in suburban Orange County, California, are widely dispersed geographically and have frequent opportunities to integrate totally into mainstream society. Nevertheless, ethnicity survives and flourishes for many. The mechanisms by which ethnicity is developed and maintained by Japanese Americans residing in predominantly white, upper-middle class suburbs appear to differ in certain ways from the mechanisms operating on Japanese Americans living in more concentrated enclaves. Ethnicity is established in the suburbs through formal organizations which provide opportunities for formal and informal socializing with Japanese Americans from a wide geographic area. Three major kinds of ethnic institutions in Orange County the Japanese American Buddhist and Christian churches, the Japanese American athletic leagues, and the Japanese American social and service clubs function to provide a structured, protected, and acceptable setting in which to establish the more personally satisfying informal ethnic relationships. (Author/RLV)

Identifiers-Illinois (Chicago), *Woodlawn Organization

A paraprofessional training program designed to provide community controlled mental health services to the Woodlawn community of Chicago, Illinois, is described in this monograph. The neighborhood and The Woodlawn Organization (T.W.O.A), a self help project formed in early 1960, are described from an historical perspective. Some of the areas discussed in this history include the primarily black community's relationship with the adjacent University of Chicago, urban renewal and model cities, relationships between the community and local businesses, tenants' rights, the public school system, and social services. The goals and founding principles of the Woodlawn mental health program (co-sponsored by the National Institutes of Health and T.W.O.), as well as training activities designed to meet these goals are outlined. The competency based curriculum developed by T.W.O. to train community mental health leaders is presented. The program contains seminar, practicum, and individual study components. Courses are described in the areas of program development and evaluation; services to families, children and youth; services to consumers with special needs; group facilitation; development of human service networks; community action/change agentry; and agency management. (GC)

on student progress. Space and equipment used by the program were adequate, though it is recommended that full size classrooms be found for the future, especially at the junior high school level. Measurement instruments utilized included the Stanford Early School Achievement Test (for second graders), the Stanford Reading Test, and a number of other diagnostic tests. Pre and post mean achievement data indicate highly positive gains at all grade levels. (Author/GC)

ED 186 556 UD 020 555

*Kosky, Elizabeth*

**Community School District 20K, Non Public School Bilingual Program, Title I 5071-91626. Final Evaluation Report, 1978-79.**

Community School District 20, Brooklyn, N.Y.
Pub Date-79
Note-20p.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Academic Achievement, *Bilingual Education, Compensatory Education, Elementary Education, Jews, *Language Skills, *Private Schools, Program Effectiveness, Program Evaluation, *Yiddish
Identifiers-*Elementary Secondary Education Act Title I, *New York (Brooklyn)

A bilingual Title I program conducted for 251 Yiddish speaking students in grades 1-8 is evaluated in this report. The objectives of the program, which operated in six Yeshivas in Brooklyn, New York's District 20, are outlined. Staffing instructional patterns, student eligibility and participation, and student achievement evaluation procedures are described. A statistically significant improvement in language achievement is reported for all eight grades, although greatest gains are shown to have occurred among students in the lower grades. This is attributed to the more frequent instruction (minimum three days per week) provided to these students. Also commented upon in the report are the quality of instructional services provided by the bilingual teachers and paraprofessionals, the provision of inservice staff training, and the public availability of information regarding the Title I bilingual program. Based upon the evaluation, it is recommended that this program be recycled. Also presented is a series of recommendations regarding administrative procedures, evaluation instruments employed, the coordination of the bilingual program with other Title I services, and frequency of instruction. (GC)

ED 186 429 SP 016 092

*Haring, Marilyn J. Nelsen, Edward A.*

**A Five-Year Followup Comparison of Recent and Experienced Graduates from Campus- and Field-Based Teacher Education Programs.**

Pub Date-Apr 80
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Conventional Instruction, *Educational Quality, Elementary Education, Elementary School Teachers, *Field Experience Programs, Followup Studies, Graduate Surveys, *Participant Satisfaction, *Preservice Teacher Education, *Program Evaluation, Relevance (Education), Skill Development, Teaching Skills

Three hundred and eighteen education graduates were surveyed in order to investigate the quality of training they had received in field or campus teacher-preparation programs in elementary education at a large southwestern university. Graduates rated on a scale of 1-5 the quality of training they had received for 44 teaching skills listed in the Florida Catalog of Teacher Competencies. Both recent and experienced graduates were queried. Results indicate that for forty-two of the skills, graduates of the field-based program rated their training as significantly higher than did the graduates of the campus program.

Experienced graduates rated their training as less adequate than did recent graduates. In general, experienced graduates from the field-based program rated their preservice training as higher than did experienced graduates of the campus program. (Authors/LH)

*Soberano, Rawlein G.*
**Adult/Vocational Education and the Asian/Pacific Americans.**
Pub Date-Apr 80
Note-48p.; Paper presented at the Annual Conference of the National Association of Asian American and Pacific Education (Washington, DC, April 23-25, 1980). Appendices may be marginally legible due to light, broken print.
Pub Type- Reports - General (140) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Adult Education, *Asian Americans, Community Colleges, *Educational Needs, Job Training, Minority Group Influences, *Vocational Education, Vocational Schools
Identifiers-*Pacific Americans

The history of adult education in the United States and the participation of Asian/Pacific Americans in adult and vocational education are reviewed in this paper. The development of such programs during the past two centuries is briefly described. Numbers of participating adult learners and some demographic characteristics of these learners are discussed as are characteristics of the non profit agencies and proprietary schools which sponsor adult, vocational and continuing education programs. It is emphasized that opportunities for Asian/Pacific Americans in adult education, both as students and as teachers and administrators, should be expanded in order to make it more responsive to minorities. Increased unity among Asian and Pacific Americans and an augmented role for the National Association of Asian American and Pacific Education (NAAAPE) in adult education are recommended. Appended to the paper are bibliographies on adult and continuing education and information on courses offered in the field, State accrediting agencies, resource personnel (both Asian/Pacific American and other), Federal agencies with responsibilities in adult education, and numbers of Asian/Pacific Americans in adult and vocational programs (by State) and language of instruction in these programs. Also attached are descriptions of four training grants for Asian/Pacific American vocational programs. (GC)

ED 186 403 SP 015 958

**Further Education of Teachers. (Selective Bibliography). Volume: 1 (1970-1976).**

European Information Center of the Charles Univ. for Further Education of Teachers. Prague (Czechoslovakia).
Pub Date-78
Note-514p.; Parts may not reproduce clearly.
Language-Chech; English; Russian
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Abstracts, Educational Needs, *Educational Research, *Foreign Countries, *Inservice Teacher Education, Program Design, Program Development, *Teacher Education
Identifiers-Europe

This selective bibliography is part of a series of documents published in the Czech, English, and Russian languages which deal with topics pertaining to teacher education. It presents selective information on literary production in the field of lifelong education of teachers and other educational personnel in various European countries.(LH)

ED 186 452 TM 800 139

*Bayless, David L. Nix, Charles W.*

**Competency Testing: Setting Educational Performance Standards for the Group.**

Pub Date-12 Jun 79
Note-41p.; Paper presented at the Annual Conference on Large-Scale Assessment (9th, Denver, CO, June 12, 1979).
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Academic Standards, Cutting Scores, Difficulty Level, Elementary Secondary Education, Geographic Regions, *Group Testing, *Individual Testing, Influences, *Minimum Competency Testing, Regional Programs, Sampling, State Programs, *Testing Problems, *Testing Programs, Test Items
Identifiers-Texas

The merits and hazards of minimum competency testing for the individual student or for student groups are discussed. Types of groups which lend themselves to group application and some important factors in determining the parameters of a group are discussed. Ten critical issues related to minimum competency testing are identified: (1) scope of curriculum designated as minimum; (2) levels of expected proficiency; (3) determination of mastery; (4) performance criteria expressed as absolute standards or as achievement gains; (5) type of test; (6) test length and testing time; (7) costs of testing program and personnel time; (8) utilization of test results; (9) test security; and (10) protection of student rights. The relative advantages of individual versus group testing, and the option not to employ minimum competency testing at all are examined in terms of utility analysis and of the resultant gains and losses. The merits of criterion-referenced, objective-based, and norm-referenced testing are compared, especially the sampling problems involved. Two cases of application of minimum competency testing to groups are presented: one at the state level (Texas) and one for a multi-county region. (Texas' Region 12). (Author/GDC)

ED 186 472 TM 800 177

*Hartman, Allan S.*

**Overview of a Policy Evaluation Design for Determining the Effectiveness of a State Minimum Competency Policy.**

Pub Date-Apr 80

Note-10p.; Paper presented at the Annual Meeting of the American Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Basic Skills, Educational Assessment, *Educational Policy, Educational Testing, Elementary Secondary Education, *Information Needs, *Minimum Competency Testing, Politics, *Program Effectiveness, Program Evaluation, Public Policy, Research Problems, *School Responsibility, *State Programs

Identifiers-Massachusetts

A program is described for the evaluation of the basic skills policy of the State Board of Education in Massachusetts. The 1978 policy of the Board is to take effect in 1980-81 and will require annual assessment of student skills at three grade levels in all schools in five curriculum areas, but leaves the setting of standards to local option. Various groups have expressed strong positions for and against this policy and have raised a variety of questions about possible intended and unintended effects. Questions about the impact of this policy are grouped under four major headings: (1) what is the impact on student basic skills achievement; (2) what other impact on students does the policy have; (3) what is its impact on school practices; and (4) what is the impact on school/community support for the policy? Questions are raised about what data to collect, how to collect it, and what to do with it. Limits on rational evaluation strategies are discussed, but the usefulness of evaluation for decision making stressed. (Author/CTM)

ED 186 493 TM 800 303

**Sample Safety Test Items. Safety Supplement Number 4.**

New York State Education Dept., Albany. Bureau of Industrial Arts Education.
Pub Date-80
Note-28p.; For related documents see ED 109 457, ED 114 424, and TM 800 030.
Pub Type- Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Industrial Arts, *Item Banks, Multiple Choice Tests, *Safety, *Safety Education, Secondary Education, Test Construction, *Test Items

Sample test questions related to a variety of safety items comprise this publication. It is a supplement to a series on shop safety information produced by the New York State Education Department. The multiple choice test items are intended as a resource for use in developing teacher-made tests, based on course content. (CTM)

ED 186 516 UD 020 428

*Johnson, Gordon C., II*

**An Exploratory Survey of the Attitudes of Black Memphians Toward Funeral Homes, the Funeral Ritual and Preparations for Death. Findings and Analysis.**

Pub Date-Jun 75
Note-98p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Adults, Age Differences, *Black Attitudes, *Blacks, *Death, Demography, *Differences, Educational Background, Employment Level, Family Characteristics, Income, Marital Status, Questionnaires, Racial Differences, Religious Differences
Identifiers-Tennessee (Memphis)

Black Americans face a paradox concerning death: although their involvement with death is intense, their knowledge of death, per se, comprehension of death related behaviors, and exposure to available life extending alternatives are minimal. An interview based questionnaire was distributed to 1,010 adults in a predominantly black section of Memphis in order to investigate this paradox. The study was designed to disclose information concerning preferences, special practices, and attitudinal impressions of individuals and families regarding funeral service establishments, employees, and costs; funeral rituals; funeral home advertising practices; and manner and extent of preparation for death. Findings are analyzed in terms of variable respondent characteristics: birthplace and duration of residence, age, sex, race, occupation, education, religion, marital status, family size, size of household, and income. The findings indicate that blacks exhibit a high degree of acceptability toward death preparations yet a low degree of preparedness in understanding of, and commitment to a particular methodology with which plans might be carried out. (Author/MK)

ED 186 557 UD 020 556

*Lodato, Francis J.*

**Community School District 20K, Math Success, Title I - 5071-91625. Final Evaluation Report, 1978-79.**

Community School District 20, Brooklyn, N.Y.

Pub Date- 79

Note-8p.

Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Elementary Education, *Mathematics Education, Program Descriptions, *Program Effectiveness, Program Evaluation, *Remedial Mathematics, *Resource Room Programs

Identifiers-New York (New York)

Throughout the 1978-1979 school year, four teachers in District 20 in New York City were utilized for the purpose of developing math skills in selected students in four elementary schools. The target students were removed from class for the additional instruction that their needs required. Each teacher met with five groups of students per school day. The periods ran from forty to forty-five minutes for a total of 200 to 225 minutes of math instruction per week for each group. Teacher-student ratio was approximately 1 to 12. Growth in the mean scores for pre and post tests was noted for all the schools. The Math Success Program as it is conducted in District 20 continues to be an impressive success. (Author/RLV)

ED 186 404 SP 015 972

*Marshall, Hermine H. And Others*

**Everyone's Smart in Our Class'': Relationships between Classroom Characteristics and Perceived Differential Teacher Treatment.**

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Grant-NIE-G-79-0078
Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Academic Achievement, Classroom Environment, Classroom Techniques, Elementary School Teachers, *Expectation, *Feedback, High Achievement, Low Achievement, Open Plan Schools, Reinforcement, Self Contained Classrooms, *Student Teacher Relationship, *Teacher Attitudes

The relationship between classroom characteristics and student perceptions of differential teacher treatment in elementary classrooms was examined. Teacher treatment was found to be unrelated to openness of classroom structure. In all classrooms, teachers gave more negative feedback, direction, more orientation to work, and rules to low than to high achievers. Teachers showed greater expectations, and presented more opportunities and choices for high achievers. Teachers varied in the amount of perceived differential treatment shown with both high and low achievers. They also varied in both the amount and direction of supportive help given to high and low achievers. (Author/JD)

ED 186 430 SP 016 093

*Saphier, Jonathon D.*

**Working with the Teacher-as-Researcher: A Vehicle for Conduct of Basic Research and Staff Development.**

Pub Date-80
Note-11p.
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Educational Research, Elementary Secondary Education, Experimenter Characteristics, Interaction, Primary Education, *Researchers, *Research Methodology, Research Problems, Research Utilization, *Staff Development, *Teacher Behavior, Teacher Evaluation, *Teacher Participation, Teacher Role

School people are accustomed to researchers soliciting their participation in studies; and they feel, with some justification, that these studies end up rewarding the researchers and not the subjects. We tackled this problem by designing a study where each teacher was the researcher and the object of study was her own teaching. This approach gave all parties, teachers, researchers, and administrators, what they wanted. Over the past two years, thirty teachers in kindergarten through eighth grade, in Lexington and Concord, Massachusetts, have been through the process. Both school districts have now invested small sums to support the work and teacher commitment continues to be most encouraging. (Author)

ED 186 494 TM 800 349

*Vermillion, James E.*

**Regression Artifacts in Nonequivalent Control Group Designs: An Empirical Investigation of Bias in ANCOVA and Matching Designs.**

Pub Date-Apr 80

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Analysis of Covariance, Control Groups, Error of Measurement, Experimental Groups, Foreign Countries, *Matched Groups, Preschool Education, *Quasiexperimental Design, Regression (Statistics), Research Design, *Sampling, *Statistical Bias, Statistical Significance

Identifiers-Mexico (Mexico City)

The presence of artifactual bias in analysis of covariance (ANCOVA) and in matching nonequivalent control group (NECG) designs was empirically investigated. The data set was obtained from a study of the effects of a television program on children from three day care centers in Mexico in which the subjects had been randomly selected within centers. However, differences in the scores of the children between centers were sufficient to provide a more able and a less able group for subsamples in an artificial quasiexperimental study of the same variables. With these subsamples, the same treatment effects were estimated using each NECG design. Unbiased and NECG estimators were then compared for each design, using the one-tailed binomial test to seek the presence of a systematic artifactual bias. A significant bias underrating the group initially lower on the pretest measures was found in both designs. The use of modern multivariate analysis designs was recommended as a better alternative, but experimental studies of these designs were also recommended. The advantage of randomization and true experimental design was pointed out. (Author/CTM)

UD

ED 186 537 UD 020 510

*Fraser, Lowrie A.*

**Emergency School Aid Act Pilot Project, Final Project Report, 1978-79.**

Atlanta Public Schools, Ga.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 79

Note-112p.; Not available in paper copy due to reproduction quality of original document.

Pub Type- Reports - Evaluative (142)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Academic Achievement, Curriculum, *Educationally Disadvantaged, *Elementary School Mathematics, Elementary Secondary Education, *English (Second Language), Instructional Materials, Learning Activities, *Non English Speaking, Program Evaluation, Teacher Attitudes

Identifiers-Emergency School Aid Act 1972, Georgia (Atlanta)

Two Emergency School Aid Act pilot programs were conducted by the Atlanta Public Schools: Cultural Adjustment and Special Mathematics. The purpose of the Cultural Adjustment program was to reduce isolation and educational problems related to non-English speaking pupils and pupils who have first language interference. Program evaluation conclusions reported that: students studying English as a second language increased their proficiency in English usage; pupils studying Spanish as a native language increased their levels of skills in Spanish usage; special services were provided to improve levels of interaction between parents of immigrant students and the school; and the pupils were involved in varied activities designed to promote social adjustment and assist academic functioning. The Special Mathematics program sought to improve mathematics achievement of elementary pupils through a program in which students, parents, and school personnel could work cooperatively. The basic curriculum was the Curriculum Development Associates (CDA) Mathematics Program. Program evaluation concluded that: most pupils showed a loss in age achievement quotient after having used the CDA program; pupils made gains in self concept as learners; and teachers did not feel committed to the program, were not fully implementing it, and half the time used other teaching materials. Learning activities, behavioral objectives, and data tables are included. Cultural Adjustment program materials are appended. (Author/MK)

ED 186 405 SP 015 974

*Mahan, James M. Lacefield, Warren E.*

**Employability and Multi-Cultural Teacher Preparation.**

Pub Date-Apr 80
Note-9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Cross Cultural Training, Educational Objectives, *Employment Qualifications, Labor Market, *Multicultural Education, *Preservice Teacher Education, Teacher Attitudes, Teacher Characteristics, *Teacher Employment, *Teacher Selection

This study contrasts the characteristics, preferences, and employability of graduates of cross-cultural teacher training programs with those of peers who received traditional training. It was found that: 1) a need exists for multi-culturally trained teachers; 2) such graduates are highly successful in the job market; 3) these persons tend to seek jobs where their training and experience can be well utilized; and, 4) educators and citizens in multi-cultural communities are willing to accept preservice teachers into their midst and to assist them to further develop teaching and related skills. (Author/JD)

*McKibbin, Michael D. Joyce, Bruce R.*

**An Analysis of Staff Development and Its Effects on Classroom Practice. The South Bay Project.**

Pub Date-80
Note-38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, 1980).
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Delivery Systems, *Individual Characteristics, *Inservice Teacher Education, Personality Assessment, Self Actualization, *Teacher Characteristics, *Teaching Methods
Identifiers-Maslow (Abraham), Teacher Corps

The effects of training on twenty-one teachers in a Teacher Corps school were examined according to the type of training chosen, the preference exhibited by the teacher for certain types of delivery systems, and the level of transfer to classroom practice which were applicable to the different systems. This four-year study of inservice teacher education involved the correlation of personality measures for each teacher with a frame of reference developed by Abraham Maslow to describe individual needs patterns. Specific patterns emerged in the preference and use of training methods. Nearly all the teachers were able to replicate the training activities in their classrooms, but actual use of the learned strategies was a completely different matter. Those teachers at the self-actualizing end of Maslow's scale were able to implement and incorporate much of the training into their natural styles. Those at the middle level on the scale generally used only those things that helped them to fine-tune'' their current practices. Those at the lower end of the scale showed no consistent pattern of choice but were consistently unable to transfer activities into practice. (Author/LH)

ED 186 453 TM 800 141

*Sternberg, Robert J.*

**The Construct Validity of Aptitude Tests: An Information-Processing Assessment. Technical Report No. 20, (July 1, 1979 through September 30, 1979).**

Yale Univ., New Haven, Conn. Dept. of Psychology.

Spons Agency-Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Pub Date-Oct 79

Contract-N0001478C0025

Note-39p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Abstract Reasoning, *Academic Aptitude, *Aptitude Tests, Aptitude Treatment Interaction, Cognitive Ability, *Cognitive Processes, Intelligence, *Learning Theories, *Task Analysis, *Test Validity

Identifiers-Cattell Horn Fluid and Crystallized Ability Theory, *Construct Validity, Guilfords Structure of Intellect, Spearmans Two Factor Theory, Thurstones Primary Mental Abilities Schema

An information-processing assessment of the construct validity of aptitude tests is presented. It is stated that aptitude tests have been rather successful because they possess high construct validity, although the constructs in terms of which the tests may be most profitably understood are information-processing rather than psychometric ones. It is suggested that certain inconsistencies in the constructs proposed by alternative psychometric theories of aptitude tend to disappear when these constructs are understood in terms of more basic information-processing constructs. Several theories are discussed: componential theory; Spearman's two-factor theory; Thurstone's primary mental abilities; Cattell and Horn's fluid and crystallized ability; and Guilford's structure of intellect. (Author/GDC)

ED 186 473 TM 800 178

*Talmage, Harriet Haertel, Geneva D.*

**Participant Evaluation Research: A Parent, Teacher and Evaluator Partnership.**

Pub Date-Apr 80

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Academic Achievement, *Citizen Participation, *Cooperative Planning, *Educational Assessment, *Educational Research, Educational Researchers, Elementary Education, Family Environment, Family Influence, Meetings, *Parent Teacher Cooperation, Program Design, *Program Development, Research Problems, Teacher Effectiveness, Teaching Methods

Identifiers-*Evaluation Research

Participant evaluation research is described as a combination of three recent trends: action research conducted by teachers in their own classrooms, social action programs involving parent and community participation, and subjective epistemology which includes perceptions and contextual information within the accepted database. The planning phase of a specific participant evaluation research project is described, in which the distinctive characteristic was the involvement of parents, teachers, and professional evaluation specialists in planning and in decision making. This study was intended to investigate the relationship between educational productivity and home environment, classroom learning environment, and quantity and quality of instruction. Initial planning sessions were held separately with parents in one group and teachers in another. Afterwards, parents and teachers worked together. Various motivational and communications problems arose and are discussed as are a list of cautions concerning problems that are likely to occur in participant evaluation research projects. (CTM)

ED 186 517 UD 020 433

*Watson Cristel And Others*
**MSDAC Resource Library Annotated Bibliography.**
Midwest Sex Desegregation Assistance Center, Manhattan, Kans.
Pub Date-Jan 80
Note-39p.
Available from-Midwest Sex Desegregation Assistance Center; 1627
Anderson Avenue, Manhattan, Kansas 66506 (Free).
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Annotated Bibliographies, Careers, *Females, Physical
Education, Resource Materials, Sex Discrimination, *Sex Fairness, *Sex
Role, *Womens Studies

This annotated bibliography lists books, films, filmstrips, recordings, and booklets on sex equity. Entries are arranged according to the following topics: career resources, curriculum resources, management, sex equity, sex roles, women's studies, student activities, and sex-fair fiction. Included in each entry are name of author, editor or compiler; title; name and address of publisher; description of material; level of use; and the population group most likely to find the material useful. (Author/RLV)

ED 186 558 UD 020 558

*Halliwell, Joseph*

**Community School District 20K, Reading Success, Title I -5071-91624, Impact Aid 5071-98722. Final Evaluation Report, 1978-79.**

Community School District 20, Brooklyn, N.Y.

Pub Date- 79

Note-20p.

Pub Type- Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Achievement Gains, Diagnostic Teaching, Elementary Education, Junior High Schools, Pretests Posttests, *Program Effectiveness, Program Evaluation, *Reading Achievement, Remedial Instruction, *Remedial Programs, *Remedial Reading

Identifiers-*Elementary Secondary Education Act Title I, *Impact Aid, New York (Brooklyn)

The Program for Reading Success was designed to improve the reading skills for first through ninth graders identified as being in need of remediation. Funding was supplied by Title I and Impact Aid. The program served 1,320 students and employed 22 teachers. Teachers gave individualized and small group instruction based on an intensive diagnostic program designed to isolate specific reading disabilities. The program was supplementary to regular reading programs. Inservice training sessions were provided for teachers. The Stanford Early School Achievement Test and the Stanford Achievement Test were used as pre and post test measurement tools. Data indicated a mean overall growth in reading grade equivalent scores of 13 months for first through third graders and 13.7 months for second through ninth grade Title I students. Reading Success Impact Aid students gained a mean of 12.3 months in reading achievement. On the basis of these data, it was asserted that the Reading Success Program helped to reduce the gap between Title I students and their non Title I peers. (MK)

*Nugent, William A. Laabs, Gerald J.*

**Performance Test Objectivity: Comparison of Interrater Reliabilities of Three Observation Formats.**

Note-9p.; Paper presented at the Annual Meeting of the Military Testing Association (20th, Oklahoma City, OK, October 30-November 3, 1978).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Adults, *Behavior Rating Scales, Competence, *Job Performance, Job Skills, *Military Personnel, Military Training, Reliability, *Student Evaluation, Validity, Videotape Recordings, *Work Sample Tests
Identifiers-*Evaluation Problems, *Interrater Reliability, Navy

Comparisons were made of three different procedures for rating job performance and the validity of each procedure was estimated. All three procedures were based on observation of videotaped presentations of 12 electrical measurement problems, 8 of which had errors associated with them. The three procedures involved the use of three different evaluation forms: structured, semi-structured, and unstructured. The unstructured and semi-structured forms were modeled after existing Navy forms; but the structured form, requiring the evaluation of a series of explicit procedural steps, was specially designed for this study. Of the 78 raters tested, 42 were considered proficient and 36 were classified as low skill proficient. The percent agreement of raters using the structured rating form with correct job performance was nearly perfect (97 percent), but the agreement for the semi-structured form was only 81 percent and for the unstructured form was 77 percent. The percent of rating errors of omission and commission was also observed as were differences between high skilled and low skilled raters. (CTM)

ED 186 495 UD 019 821

*Lezotte, Lawrence W.*
**A Policy Prospectus for Improving Urban Education.**
Connecticut State Board of Education, Hartford.
Pub Date-Jul 79
Note-15p.; Not available in paper copy due to the reproduction quality of the original document.
Pub Type- Information Analyses (070) - Opinion Papers (120)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Board of Education Policy, Change Strategies, Educational Policy, Elementary Secondary Education, *Program Improvement, Research Utilization, *Social Environment, *State Boards of Education, *Systems Approach, Systems Development, *Urban Education, Urban Schools
Identifiers-*Connecticut

This paper outlines several policy and program suggestions for improving Connecticut's urban schools which build upon the States's current intiatives and incorporate the current research findings emanating from studies of effective schools. The author first provides a framework for his suggestions by reviewing research to delineate the characteristics of instructionally effective schools. Recommendations for policy and program improvement in Connecticut's schools are based on the following assumptions: (1) individual schools are powerful social systems with norms, beliefs, and values which serve to sustain the social system; and (2) the task of improving urban education is the task of redirecting the social system of individual schools. The author makes recommendations about specific policy issues in the following areas: (1) mission of the schools, (2) efficacy and expectation, (3) instructional leadership, (4) opportunities to learn, and (5) home school support systems. The author points out that because the technology of education is both soft'' and imported from a distance, it is difficult to ensure that intended outcomes actually occur in individual schools. The author concludes, however, that following his recommendations will help bring about improvement of educational achievement levels in urban schools. (MK)

ED 186 538 UD 020 512

*Barba, Lucia*

**A Survey of the Literature on the Attitudes toward the Administration of Corporal Punishment in Schools.**

Pub Date- 79
Note-16p.; Not available in paper copy due to light, broken print.
Pub Type- Information Analyses (070)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Administrator Attitudes, *Corporal Punishment, *Court Litigation, Discipline Policy, Elementary Secondary Education, *Parent Attitudes, Public Schools, Spanish Speaking, State of the Art Reviews, *Teacher Attitudes

The issue of corporal punishment of students in the elementary and secondary schools is examined in this paper. Included are a brief examination of the legal and cultural history of corporal punishment of children, a review of literature concerning parent and administrator attitudes toward corporal punishment, and a consideration of reasons for and against the practice. It is pointed out that although corporal punishment in schools is prohibited in much of Europe and in the Soviet Union, it is still accepted in all of the States in this country except New Jersey and Massachusetts. A number of studies on corporal punishment are briefly reviewed. Issues raised include the disproportionate application of the practice to poor, weak, or non English speaking children, parent attitudes toward punishment of their children in the schools, and the idea that corporal punishment teaches that the use of force is an acceptable means of solving problems. In addition, it is indicated that many experts feel that creative teachers can find more effective ways of enforcing discipline. The paper concludes with a list of guidelines for the legal administration of corporal punishment, and the observation that though most parents oppose the practice, school officials and teachers do not. (GC)

ED 186 559 UD 020 560

*Bonn, Robert L.*

**Special Needs TESL Program, 1978-79, Final Report.**

Community School District 20, Brooklyn, N.Y.
Pub Date- 79
Note-9p.
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Audiolingual Methods, Elementary Education, *English (Second Language), Individualized Instruction, Junior High Schools, Non English Speaking, Program Evaluation, *Resource Room Programs, Second Language Instruction, *Second Language Programs, Small Group Instruction
Identifiers-*New York (Brooklyn)

The Teaching English as a Second Language Program was developed as a response to the needs of a multicultural population. It provides services geared to the individual needs of non-English speaking children in elementary and junior high schools. Children were seen for five 40 to 45 minute periods weekly in groups of 10 to 12. An audio-lingual method of instruction was used. Program evaluation was based on observations, interviews, and pre and post test results. The TESL program proved effective in nine out of ten grade levels and met the need for which it was intended. Strengths of the program were found to be the pull-out approach (children were taken from their regular classes for special services) and the small group/individualized instruction using audio-lingual teaching aids. The evaluation showed that the staff was enthusiastic and the administrative organization was capable. (MK)

*Schroeder, G. G. Hainsworth, J. C.*

**Meeting the Needs of Public Education in Western Kentucky. Establishing Collaborative Multidimensional Programs for Inservice Education.**

Pub Date-Mar 80
Note-20p.; Paper presented to the American Society for Curriculum Development (Atlanta, GA, March 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Curriculum Development, *Educational Needs, Educational Objectives, *Educational Trends, Evaluation Criteria, Graduate Study, *Inservice Teacher Education, Institutional Cooperation, Needs Assessment, Program Evaluation, Staff Development
Identifiers-Kentucky, Teacher Corps

The need for a multidimensional approach to teacher education is discussed in light of the educational trends of the last decade, and the rationale behind Murray State University's (Kentucky) inservice teacher education program is explained. A short history of the university's involvement with inservice teacher education is given, and an outline for the design of similiar programs to be instituted in other universities is offered. A summary of the processes and functions in teacher inservice program development methodology is appended. (LH)

ED 186 518 UD 020 438

*Matthews, Westina*

**The Effect of Academic Status on Race-Related Differences in Reading Achievement and Reading Progress.**

Pub Date- 78

Note-13p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Blacks, Elementary Education, Longitudinal Studies, *Racial Differences, *Reading Achievement, *Student Mobility, Transfer Students, Whites

Race-related differences in reading achievement and reading progress were studied in a public elementary school. Two different groups of students were followed over a five year period. No significant racial differences in reading progress were found for those students who stayed within the school for three to four years. The reading achievement differences found were largely accounted for by the differences between test scores of black and white students who were new to the district at the time they were tested. The need to use a longitudinal approach in studies of differences in achievement is discussed. (Author)

# ED 186 432 SP 016 101

*Shiman, David, Ed. And Others*
FAPE Vermont Univ., Burlington.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-78
Note-103p.
Pub Type- Collected Works - Proceedings (021)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Accessibility (for Disabled), *Educational Needs, Equal Education, *Exceptional Persons, Federal Legislation, Individual Development, Individualized Instruction, *Mainstreaming, Mental Retardation, Needs Assessment, Normalization (Handicapped), *Physical Disabilities, *Special Education, Teaching Methods, Testing
Identifiers-Education for All Handicapped Children Act, Teacher Corps

This document contains the proceedings from the University of Vermont's 1978 summer institute on special education and Public Law 94-142. In addition to containing the welcoming address, presentations concerning interpreting the mainstreaming law, on perspectives from the bureau for the handicapped, on the need for due process for handicapped children, on the role and responsibilty of the parents of handicapped children, on the educational needs of classroom teachers who are required to implement the federal mandate, and on the weaknesses of standardized testing when applied in the context of PS 94-142 are included. Also discussed is the commitment of the state of Vermont to implementing change in the educational system. A listing of conference faculty is appended. (LH)

*Bachman, Lyle F. Palmer, Adrian S.*

**Convergent and Discriminant Validation of Oral Language Proficiency Tests.**

Pub Date- Sep 79

Note-11p.; Paper presented at the International Conference on Language Proficiency and Dominance Testing (3rd, Carbondale, IL, September 26-28, 1979).

Available from-University of Illinois, 3070 Foreign Languages Building, Urbana, IL 61801 ($0.50)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Communicative Competence (Languages), *English (Second Language), *Evaluation Methods, Higher Education, Interviews, Language Proficiency, *Language Tests, Mandarin Chinese, Oral Reading, Reading Comprehension, Research Design, Self Evaluation (Individuals), *Speech Skills, *Test Validity, Translation

Identifiers-Multitrait Multimethod Techniques

In a study designed to validate oral language proficiency tests, it is planned to administer a series of tests to 100 native Mandarin Chinese-speaking subjects (foreign students and their spouses). The tests will measure communicative competence in speaking (ability to speak, exhibiting control of linguistic, sociolinguistic, and pragmatic rules; and fluency) and communicative competence in reading (ability to react to these rules as manifested in written language, and to react fluently). Three different testing methods will be used, resulting in a multitrait-multimethod design: interviews, translation, and self-rating.

The results will verify hypotheses of competence, and the components of the construct, oral proficiency. (Author/GDC)

ED 186 407 SP 015 999

*Clark, Christopher M. Elmore, Janis M.*

**Teacher Planning in the First Weeks of School. Research Series No. 56.**

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-MSU-IRT-56
Pub Date-Oct 79
Contract-400-76-0073
Note-24p.
Available from-Institute for Research on Teaching, College of Education, Michigan State Univ., 252 Erickson Hall, East Lansing, MI 48824 ($2.50)

Pub Type- Reports - Research (143) - Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Behavior Patterns, *Class Activities, *Classroom Environment, Classroom Techniques, Educational Diagnosis, *Educational Planning, Elementary Education, *Elementary School Teachers, *Grouping (Instructional Purposes), Student Evaluation, Teacher Education, Teacher Effectiveness, Testing

Five elementary school teachers were interviewed to determine their planning processes during the first weeks of school. Three phases were observed: 1) preparation of the physical environment of the classroom; 2) diagnosis and placement of students, and establishing behavior structures of the classroom; and, 3) planning academic activities and establishing a routine. Implications for teaching and teacher education are discussed. (JD)

ED 186 496 UD 019 891

*Fleming, Margaret, Ed. And Others*
**Proposed Plan for Magnet Schools Cleveland Public Schools. Section I: Overview of Magnet Program.**
Cleveland Board of Education, Ohio.
Pub Date-29 Jun 79
Note-61p.; Not available in paper copy due to reproduction quality of original document. For related documents see UD 019 892-896.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Desegregation Effects, *Desegregation Plans, Educational Opportunities, Elementary Secondary Education, *Equal Education, Federal Legislation, Instructional Improvement, *Magnet Schools, *Nontraditional Education, Program Proposals, *School Desegregation, Student Needs
Identifiers-*Ohio (Cleveland)

This report presents an overview of Cleveland's proposed magnet program for facilitating school desegregation and improving educational opportunities for students from diverse ethnic/racial backgrounds. Included are discussions of individual student needs, strategies for improved instruction, possible community impact, the United States Office of Education's definition of magnet programs, Emergency School Aid Act magnet programs, program review and evaluation, implementation, and long range goals. Comments and suggestions made by consultants who reviewed the magnet school program plan and reviews of each of the five magnet school components are included. (EB)

ED 186 519 UD 020 441

**A Summary Report on the PTA in the Urban Context: The Urban Education Project, Phase I.**

National PTA, Chicago, Ill.
Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.; Office of Education (DHEW), Washington, D.C.
Pub Date- 79
Contract-300-79-0333
Note-12p.; For a related document see UD 020 453.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Change Agents, *Change Strategies, *Community Involvement, Conferences, Educational Change, Elementary Secondary Education, *Parent Participation, *Urban Education, *Urban Problems, Urban Schools
Identifiers-*Parent Teacher Association

This report summarizes the major results of Phase I of the National PTA's Urban Education Project. The project goal was to identify urban school and community problems, to focus national attention on them, and to develop new approaches to resolving them. Public hearings in six major cities and a national conference were held to accomplish this goal. Critical problems identified were: (1) inadequate public financing of education; (2) lack of parental or community involvement in schools; (3) low academic achievement and poor student performance; (4) inability of schools to meet diverse student needs; (5) general unemployment/youth unemployment; (6) negative public attitudes about public education; (7) financial overburden of urban school districts; (8) general violence in schools and communities; and (9) the tie between discipline and preparation of teachers. In order to resolve these problems the PTA Urban Advisory Task Force sought to facilitate the building of coalitions of local, state, and national organizations. An action plan was formulated to include issues around which coalitions should be built, strategies that involve students and parents as change agents, ways the Urban Advisory Task Force can help, and specific techniques to assist coalitions in meeting their goals. (MK)

ED 186 539 UD 020 513

*McClain, Shirla R. And Others*

**Educating Teachers for Urban Settings.**

Pub Date-11 Apr 80

Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 11, 1980). Best copy available.

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Cost Effectiveness, Elementary Secondary Education, Field Experience Programs, Higher Education, *Preservice Teacher Education, *Program Costs, *Role Perception, *Student Teachers, *Urban Schools

Identifiers-*Kent State University OH

A field based teacher education program, conducted through Kent State University and designed to prepare preservice teachers for urban settings, is the subject of this report. The paper is divided into three sections. In the first, the project is described with emphasis given to student teachers' performance, effectiveness, and role perceptions. The second section consists of a cost analysis comparing the field based project to conventional on-campus teacher education programs. Information is provided regarding the projects earnings/losses, student credit hours produced, income to salary ratios, two year costs, and comparisons with other field based courses taught at Kent State. In the paper's third section, the urban preservice teaching project is analyzed with respect to both historical antecedents and current developments in teacher education. The project is examined from the perspective of (1) nine generic models for teacher education funded by the U.S. Office of Education, (2) the guidelines of the Ohio Redesign for Teacher Education, and (3) the Kent State model for teacher education. In addition, the urban project is considered in light of the process-product'' and time on task'' dimensions of research on teacher education. (Author/GC)

ED 186 560 UD 020 561

*Streit, Fred Spack, Eliot G.*

Community School District Community School District 10, Bronx, N.Y.

Pub Date-Jul 79

Note-61p.; Not available in paper copy due to light print.

Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Academic Achievement, Administrator Attitudes, Compensatory Education, *Educationally Disadvantaged, Elementary Secondary Education, Federal Programs, Individualized Instruction, Junior High Schools, *Mathematics Instruction, Paraprofessional School Personnel, Private Schools, Program Effectiveness, Program Evaluation, Public Schools, *Reading Programs, *Remedial Programs, Teacher Attitudes

Identifiers-*Elementary Secondary Education Act Title I, Impact Aid, *New York (Bronx)

The following Title I and Impact Aid programs carried out in Bronx, New York's Community School District 10 are evaluated in this report: (1) a reading program providing remedial instruction to students in grades K-9; (2) a non public school component providing remedial reading and mathematics instruction to eligible students in grades 1-8 at private schools located within the district; (3) an Optional Assignment Reading Program for students in grades 7-9. A major goal of all three programs was to significantly increase the achievement of students from educationally disadvantaged backgrounds. Program objectives were achieved in the K-9 reading program and the non public school component, though not in the Optional Assignment Reading Program. Data presented in this evaluation include: program objectives, classroom observation reports, interview data from teachers, educational assistants and parents of participating students, pre and post achievement test results, and the status of objective attainment for each component. (Author/GC)

ED 186 433 SP 016 111

*Porter, Nancy M. Eileenchild, Margaret T.*

**The Effectiveness of Women's Studies Teaching.**

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 80
Contract-NIE-P-79-0017
Note-81p.
Pub Type- Information Analyses (070) - Opinion Papers (120) - Reports - Evaluative (142)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Curriculum Development, *Educational Needs, Educational Philosophy, Feminism, *Humanistic Education, *Needs Assessment, Outcomes of Education, Participant Satisfaction, *Program Effectiveness, *Progressive Education, Sociocultural Patterns, Teacher Effectiveness, *Womens Studies

This planning study reviews the literature on teaching effectiveness in women's studies in the context of several integrative studies in research on teaching and research on the evaluation of teaching. The study suggests that changes in the cognitive development of women's studies students are as fully important as changes in sex-role attitudes. An approach to research and evaluation which acknowledges the interaction between students, teachers, and the subject matter, and which seeks to establish relationships between multiple variables involved in an interdisciplinary area such as women's studies, is recommended. (Authors/LH)

ED 186 455 TM 800 143

*Churchman, David*
**A Cost-Benefit Methodology for Summative Evaluation.**
Pub Date-Apr 80
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Cost Effectiveness, Educational Benefits, *Educational Economics, *Evaluation Methods, *Models, *Program Evaluation, Summative Evaluation

Although there is high interest in determining whether or not an educational program provides good value for its cost, it is difficult to make this determination, since people are not generally conceptualized as products and since educational benefits are not easily translated into financial terms. Economic principles suggest that the cost of obtaining something is the value placed on whatever must be sacrificed to obtain it. This opportunity cost varies among individuals, changes with time, and depends upon the individual's prior learning. The value of learning can be computed by approximating the banker's compound interest formula; the opportunity cost and the number of times the learning is used are considered in this formula. Once the costs are computed, the cost-benefit model should consider the service provided, as well as all those who benefit from it and those who pay for it. Although this procedure has not been empirically validated, it provides a simple and objective method of examining multiple outcomes over time. (Ten steps for carrying out a cost-benefit evaluation are described). (GDC)

ED 186 475 TM 800 181

*Webster, Raymond E. And Others*

**Prediction of Reading Achievement for Learning Disabled Students Using the WISC-R.**

Pub Date-Oct 79
Note-16p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (10th, Ellenville, NY, October 24-26, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Achievement Tests, Cognitive Processes, *Elementary School Students, Grade 3, *Intelligence Tests, Memory, Multiple Regression Analysis, *Predictive Validity, Primary Education, *Reading Achievement, *Reading Difficulties, Reading Processes, Research Design, Word Recognition
Identifiers-Wechsler Intelligence Scale for Children (Revised), Wide Range Achievement Test

This study examines the usefulness of the Wechsler Intelligence Scale for Children-Revised (WISC-R) in predicting the reading achievement of 74 disabled readers in grade 3 on the word recognition subtest of the Wide Range Achievement Test (WRAT). The WRAT word recognition subtest was used because previous research has demonstrated a high positive correlation between performance in reading isolated words and actual reading achievement in school. The results of three stepwise multiple regression analyses revealed that the Comprehension, Picture Completion, Similarities, Block Design, and Object Assembly subtests accounted for 36.92 percent of the variance associated with performance on the WRAT subtest. These findings are discussed relative to the identification of disabled readers with individual intelligence tests and their implications for future research in the differential diagnosis of reading disabilities. (Author/CTM)

ED 186 408 SP 016 000

*Brophy, Jere E. Rohrkemper, Mary M.*
**Teachers' Thinking About Problem Students. Research Series No. 68.**
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-MSU-IRT-68
Pub Date-Jan 80
Contract-400-76-0073
Note-29p.
Available from-Institute for Research on Teaching, College of Education, Michigan State Univ., 252 Erikson Hall, East Lansing, MI 48824 ($2.50)
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Attribution Theory, *Behavior Problems, Classroom Techniques, *Coping, Discipline, Elementary School Teachers, Interaction, *Student Behavior, Student Teacher Relationship, *Teacher Attitudes, Teacher Behavior, Teaching Methods

Teacher responses to problem student behavior was studied. Responses were coded for teachers' attributional inferences, concerning both problem students and their own ability to handle the problems. Attibutional inferences differed according to problem ownership. For problems owned primarily by teachers themselves, students were seen as acting intentionally and able to control their behavior. For shared problems, teachers inferred that students were not acting intentionally but could control their behavior if helped. For problems owned mostly by the students, teachers inferred neither controllability nor intentionality, yet expressed greater confidence in their own ability to cope with the problems. (JD)

ED 186 497                                                    UD 019 892

*Fleming, Margaret, Ed. And Others*

**Proposed Plan for Magnet Schools Cleveland Public Schools. Section II, Cleveland Center for Fundamental Education.**

Cleveland Board of Education, Ohio.

Pub Date-29 Jun 79

Note-38p.; Not available in paper copy due to reproduction quality of original document. For related documents see UD 019 891 and UD 019 893-896. Appendices and attachments have been deleted due to reproducibility factors.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Basic Skills, *Conventional Instruction, Curriculum, Discipline Policy, Elementary Secondary Education, *Magnet Schools, Parent Participation, *Program Development, Program Proposals, *School Desegregation, Staff Development, Student Evaluation, Teaching Methods

Identifiers-*Ohio (Cleveland)

This proposed magnet school program is intended to provide a fundamental education to Cleveland students at both the elementary and secondary levels. Basic elements of the program's first semester operations are used to illustrate plans for an expanded program. A detailed description of the program covers staffing, staff development, curriculum, instructional methodology, teaching/learning styles, pupil assessment, support activities, extra- and co-curricular activities, and parent and advisory committee involvement. A schedule of implementation and a sequence of evaluation activities are included. (EB)

ED 186 520 UD 020 453

**The PTA in the Urban Context: Phase II; An Action Plan.**

National PTA, Chicago, Ill.
Pub Date- 79
Note-12p.; For a related document see UD 020 441. Photographs may be marginally legible
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Change Strategies, *Community Involvement, *Educational Finance, Elementary Secondary Education, *Parent Participation, Unemployment, *Urban Education, Urban Problems, *Youth Employment
Identifiers-*Parent Teacher Association

The National PTA Urban Task Force chose to focus on three issues facing urban education: inadequate financing of public education, lack of parental or broad-based community participation in schools, and youth unemployment. The Task Force identified coalition building at local and national levels as the best strategy for helping resolve the selected problems. Three coalition building models are presented. The school finance model emphasizes the development of alternatives to the inequities of a property tax base in order to achieve more uniform and stable financial bases. The parental involvement model stresses increased participation of parents in school, community, and home settings. It encompasses the use of parenting techniques to better enable parents to relate to their children and methods for mobilizing parents to overcome their sense of powerlessness in dealing with home/school factors that affect their children's educational needs. The youth unemployment model focuses on strategies for encouraging elected officials, business and industry leaders, and educators to commit themselves to improving job opportunities for youth. Emphasis is placed on school programs related to resources and training for employment in the community. (Author/MK)

*Morine-Dershimer, Greta Fagal, Fred*
**Why Do You Ask?**
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Grant-NIE-78-0161
Note-43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Classroom Environment, Discussion (Teaching Technique), Educational Environment, *Interaction, Learning Processes, *Oral Communication Method, *Questioning Techniques, Sociolinguistics, Student Attitudes, Student Teacher Relationship, Teacher Effectiveness, *Teaching Methods, *Verbal Communication

A sociolinguistic investigation of pupil interpretations of the functions of questions and responses was applied to 165 pupils in a multiethnic, lower socioeconomic status elementary school. Procedures involved videotaping of language arts lessons and family conversations. Videotapes were played back to pupils, who were then asked to explain What reasons people had for saying these things.'' Pupils reported that responses made to questions occuring in family conversation served an informative function, but that the questions asked in a classroom situation served an instructional or routinely interactive function. There were no significant ethnic differences in pupil perceptions of the function of questions; there were, however, significant differences in teachers' use of questions, which appeared to relate to classroom differences in final reading achievement. (LH)

ED 186 456 TM 800 145

*Morgan, George*

**A Criterion-Referenced Measurement Model with Corrections for Guessing and Carelessness. Occasional Paper No. 13.**

Australian Council for Educational Research, Hawthorn.

Pub Date-Jun 79

Note-88p.; Best copy available. Appendices D to G are available as a separate document from the same source.

Available from-Australian Council for Educational Research Limited, P.O. Box 210, Hawthorn, Victoria, Australia 3122 ($5.00)

Pub Type- Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Basic Skills, *Bayesian Statistics, Computer Programs, *Criterion Referenced Tests, *Cutting Scores, Elementary Secondary Education, Foreign Countries, *Guessing (Tests), *Latent Trait Theory, *Mathematical Models, National Surveys, Quantitative Tests, Verbal Tests

Identifiers-Australia, *Carelessness

This study developed a two-parameter linear probabilistic model of criterion referenced measurement, which relates an examinee's observed ability to his true ability through a guessing parameter and a carelessness parameter, both of which are probabilities. This model was applied to a survey of 10- and 14-year-old Australian students to estimate the proportion who had been able to master basic skills in mathematics and literacy. The estimates were derived by using a Bayesian inferential procedure incorporating the developed measurement model within a beta-binomial, decision-theoretic framework based on a two-state conception of mastery and non-mastery. The results of a computer simulation of the model indicate that guessing and carelessness may markedly affect the determination of passing scores, and hence the accuracy of decision about mastery. The computer program for calculating cutting scores, posterior probabilities, and prior and posterior distribution statistics is appended. (Author/CTM)

ED 186 476 TM 800 182

*Chai, Sally H. Woehlke, Paula L.*

**The Predictive Ability of Standardized Tests of English as a Foreign Language.**

Pub Date-79

Note-21p.; Paper presented at the International Conference on Language Proficiency and Dominance Testing (3rd, Southern Illinois University, Carbondale, IL, September 26-28, 1979).

Available from-Southern Illinois University, Department of Linguistics, Carbondale, IL 62901 ($10.00).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Academic Achievement, College Admission, *College Entrance Examinations, Correlation, *English (Second Language), Foreign Students, *Grade Point Average, Higher Education, Language Skills, *Language Tests, *Predictive Validity, Screening Tests, Standardized Tests, Student Placement, *Test Validity

Identifiers-Graduate Record Examinations, Michigan Test of English Language Proficiency, Test of English as a Foreign Language

Eighteen studies on the validity of tests of English as a foreign language (EFL) for college admission and placement decisions are briefly summarized. No studies were found on the extent to which these tests reflect language skills, curriculum (content validity), or theory or behavior (construct validity). Instead, all of these studies investigated the predictive validity of test scores relative to some external standard, usually grade point average, but occasionally grades in EFL coursework or indices of decision-making accuracy. Author, affiliation, sample, predictor, criteria, and findings are reported for each study. The Test of English as a Foreign Language, the Graduate Record Examination, the Michigan Test of English Language Proficiency, and other tests were used as predictors, either alone or in various combinations. No predictor explained more than half of the variance in the criterion (grades) and most explained less than one-quarter. This lack of validity may be caused by variability in grading standards, exclusion of test candidates who were not admitted to college, or low content validity of the EFL tests themselves. Two predictors which need investigation are native language achievement and mathematical aptitude. (CP)

ED 186 540 UD 020 519

*Bridge, R. Gary And Others*

**A Survey of Arts-in-Education in New York City. Occasional Paper Series.**

New York Community Trust, N.Y.
Spons Agency-EXXON Education Foundation, New York, N.Y.; International Paper Company Foundation, New York, N.Y.
Pub Date-Apr 79
Note-101p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-*Art Education, *Arts Centers, *Elementary School Students, Elementary Secondary Education, *Fine Arts, *Nonprofit Organizations, Public Schools, *Secondary School Students, Surveys
Identifiers-*New York (New York)

This report contains the results of a 1978 study of arts programs conducted through the public and private schools community organizations and art institutions that provide art education for New York City public school children. The process of arts in education'' is defined as any person or persons imparting knowledge through a medium of art about art itself or about another subject.'' The report is based on 152 questionnaires returned in a survey of nearly 400 nonprofit organizations providing such programs. The objectives and research methodology used in the survey are reviewed. Survey results are analyzed in relation to the following areas: (1) who provides and who receives arts in education services; (2) what services are provided to public schools; and (3) how arts in education programs are evaluated. Characteristics of specific services, including performances, student workshops, lectures and demonstrations, are discussed. Several recommendations in the areas of standardizing program goals, information dissemination, and program funding, staffing and evaluation are offered, as is a tentative agenda for future research. Appended to the report are a roster of the study's advisory committee, a copy of the questionnaire distributed to individual programs, a list of respondents to the questionnaire, and a glossary of the types of organizations providing arts in education services. (GC)

ED 186 561 UD 020 565

*Tilis, Howard S. And Others*

**An Evaluation of the PSEN Reading and Bilingual Program 1978-79.**

Community School District 6, New York, N.Y.

Pub Date-Aug 79

Note-25p.; Not available in paper copy due to light print in the original.

Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Academic Achievement, *Bilingual Education, Diagnostic Teaching, Elementary Education, *English (Second Language), Greek, Individualized Instruction, Language Skills, *Program Effectiveness, Program Evaluation, *Remedial Reading, Spanish

Identifiers-*New York (New York)

The District 6 program for Pupils with Special Educational Needs (PSEN) was designed to provide (1) supplementary reading instruction to English speakers, and (2) bilingual instruction and reading skills, including English as a Second Language (ESL), to Spanish and Greek speakers. A total of 3,856 kindergarten through third grade children and 227 fourth through eighth graders were served by the program. In the reading component, small group and individualized instruction were provided to children deficient in reading skills, following a sequential diagnostic/prescriptive model. The bilingual component of the PSEN program was designed to improve the Spanish or Greek of participants through reading instruction in the child's native language, as well as to improve the child's English language proficiency. The evaluation design for the District 6 PSEN program specified both process and product evaluation, and focused on the degree to which program objectives were being implemented. Results of the evaluation are presented in this report. Included are reading achievement data, information on staffing and instructional practices, and data acquired through observations and interviews focusing on teacher, paraprofessional, and administrator attitudes toward the program. Recommendations for improving the program are offered regarding bilingual instructional guidelines, diagnostic testing, and the utilization of ESL materials. (Author/GC)

ED 186 409 SP 016 005

**National Recreational Boating for the Physically Handicapped. Strategy Paper & Annotated Bibliography.**

Human Resources Center, Albertson, N.Y.
Spons Agency-Coast Guard, Washington, D.C.
Pub Date-78
Grant-99-1701-89
Note-45p.
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Accessibility (for Disabled), *Accident Prevention, *Boat Operators, Design Requirements, First Aid, Navigation, *Physical Disabilities, Recreational Facilities, Rescue, *Safety, Safety Equipment

This report describes the current state of the art in recreational boating for physically disabled persons. It contains information on safety, independence afloat, emergency procedures, and access to and from boating facilities and boats. Areas in need of further study and research are suggested and an annotated bibliography is provided. (JD)

ED 186 498 UD 019 893

*Fleming, Margaret, Ed. And Others*

**Proposed Plan for Magnet Schools Cleveland Public Schools. Section II, Center for Individualized Learning.**

Cleveland Board of Education, Ohio.

Pub Date-29 Jun 79

Note-41p.; Not available in paper copy due to reproduction quality of original document. For related documents see UD 019 891-892 and UD 019 894-896. Attachments have been deleted due to reproducibility factors.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Curriculum, Educational Opportunities, Elementary Secondary Education, *Individualized Instruction, *Magnet Schools, Parent Participation, *Program Development, Program Proposals, Racial Integration, *School Desegregation, Student Evaluation, Student Needs

Identifiers-*Ohio (Cleveland)

This proposed magnet school program for individualized learning is intended to promote desegregation and provide improved educational opportunties for students from diverse ethnic/racial backgrounds in Cleveland. A detailed description of the program's curriculum covers subject content, learning objectives, instructional strategies, anticipated staff duties and requirements, staff development plans, learner characteristics, class schedules, and pupil assessment procedures. Support services that will be offered and the potential role of parents and advisory committees in the program are also described. A schedule of program implementation and a bibliography are included. (EB)

ED 186 435 SP 016 116

*Morine-Dershimer, Greta Galluzzo, Gary*

**Pupil Perceptions of Teacher Praise.**

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Grant-NIE-78-0161
Note-37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Academic Achievement, Classroom Communication, *Classroom Research, *Language Research, Primary Education, *Recognition (Achievement), *Student Behavior, *Student Characteristics, Student Participation

A sociolinguistic study of pupil interpretations of the functions of teacher praise in lessons involved 165 pupils in six classes in a single multiethnic, lower socioeconomic status, elementary school. Procedures involved videotaping six language arts lessons in each classroom. After playbacks of videotapes, pupils were asked individually, What did you hear anyone saying in that part of the lesson?'' and were presented with a set of teacher praise statements made in the lesson. Pupils perceived teacher praise as occurring primarily because pupils had good ideas. There were significant relationships among pupil perceptions of teacher praise, pupil participation in class discussions, and pupil success'' in school. There were no significant ethnic differences in pupil perceptions of the functions of teacher praise, or in pupil participation in class discussions, and minimal ethnic differences in pupil success in school. As praise increased in intensity, it decreased in frequency of teacher use, but was reported by pupils in increasing proportions. (Authors)

ED 186 521 UD 020 456

*Forbes, Robert J.*

**Guidelines for the Development of a Program in Puerto Rican and Cuban Ethnic Heritage Studies at the Post-Secondary Level.**

Curry Coll., Milton, Mass.

Pub Date-76

Note-311p.

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

**EDRS Price - MF01/PC13 Plus Postage.**

Descriptors-Bilingual Education, *College Programs, *Cubans, *Curriculum Development, Ethnic Relations, *Ethnic Studies, Folk Culture, Multicultural Education, Postsecondary Education, Program Descriptions, Program Guides, *Puerto Ricans

Identifiers-Ethnic Heritage Studies Program

Guidelines are presented for the development of a college level ethnic heritage course dealing with Puerto Rican and Cuban Americans. The first chapter discusses the value, focus, format, structure, and financial support of an ethnic studies program. A rationale and program description are provided in the second chapter. Chapter three contains a sample curriculum plan for the course. Chapters four through ten contain sample course outlines on the following topics: (1) Ethnic Studies: Theory and Practice; (2) Practicum in Hispanic and Non-Hispanic Intergroup Relations; (3) Patterns in Assimilation and Acculturalization: The Hispanic Community of Greater Boston; (4) The History and Practice of Bilingual/Bicultural Education in America; (5) The Folk Tradition in Puerto Rico; and (6) Curriculum Development in Puerto Rican and Cuban Ethnic Heritage Studies. For each of the courses, the following information is provided: educational objectives; recommendations regarding class size, prerequisites, and audience; a bibliography of books and supplementary readings; topics for study; and suggested activities. (Author/MK)

ED 186 541 UD 020 522

*Uries, Ethel And Others*

**Project READ-WRITE: A Manual for Administrators.**

Newark Board of Education, N.J.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 79

Note-53p.; Not available in paper copy due to institution's restriction. For a related document see UD 020 521

Available from-Newark Board of Education/Project READ WRITE, Hawkins Street, Newark, NJ 07105 ($7.50 plus postage).

Pub Type- Guides - General (050)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Administrator Guides, *Administrator Role, Basic Skills, Demonstration Programs, Elementary Secondary Education, Inservice Teacher Education, *Language Experience Approach, *Reading Programs, *Reading Skills, *Writing Skills

This manual outlines the procedures necessary for successful implementation of the Project READ-WRITE program. Two components are emphasized: the area of administration, supervision, and coordination; and the area of inservice training. Project READ-WRITE is described as a basic skills program in reading and related language arts designed to use in conjunction with or as a supplement to existing reading programs. The program utilizes a language experience approach, covering reading needs from phonics, structural analysis, and vocabulary development to inferential, critical, creative, and literal comprehension. The manual contains sections on program implementation, personnel and role expectation, student evaluation, inservice training, consultant services, and a reading skills checklist of behavioral objectives. Examples of forms for lesson plans, implementation reports, inservice evaluation, and implementation surveys are appended. (Author/MK)

ED 186 562 UD 020 566

*Tilis, Howard S. Conde, Aquiles*

**Evaluation of the 1978-79 United States Elementary and Secondary Education Act Title I and Impact Aid Programs in Community School District 6, New York, N.Y.**

Community School District 6, New York, N.Y.
Pub Date-Nov 79
Note-68p.
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Academic Achievement, Administrator Attitudes, *Compensatory Education, Diagnostic Teaching, Educationally Disadvantaged, Elementary Secondary Education, *English (Second Language), Federal Programs, Individualized Instruction, Junior High Schools, *Mathematics Instruction, Paraprofessional School Personnel, Program Effectiveness, Program Evaluation, *Reading Programs, *Remedial Programs, Spanish Speaking, Teacher Attitudes
Identifiers-*Elementary Secondary Education Act Title I, Impact Aid, *New York (New York)

The following programs funded under Title I and Impact Aid and implemented in New York City's Community School District 6 are evaluated in this report: (1) the Program for Corrective Reading for eligible students in grades 3-6; (2) the Junior High School Reading Lab Program; (3) Project Striver, designed to provide supplementary reading instruction to pupils in grades 4, 5, and 6; (4) the Math Laboratory Program for the elementary and junior high levels and a supplementary Math Lab Impact Aid program; (5) an English as a Second language (ESL) program for Spanish speaking students in grades 3-9; (6) Project Success, and intensive reading and mathematics program for severely educationally retarded students in grades 4-7; (7) a non public school component which operated in four parochial schools for eligible students

in grades 1-8. For each component, the goals and target population are described, evaluation procedures are reviewed, program activities are outlined, and student achievement data are presented. The results of questionnaires administered to teachers, paraprofessionals and principals are also included in the report. (GC)

Certification of Professional School Personnel Delaware State Dept. of Public Instruction, Dover.
Pub Date-79
Note-168p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-*Administrator Qualifications, *Public Schools, *State Standards, *Teacher Certification
Identifiers-*Delaware

This manual is divided into six sections. Section one contains procedures for applying for a teaching certificate in the State of Delaware. Section two lists rules which apply to all certification areas and to all who are seeking certification for professional employment in the public schools. In the third section information is found regarding reciprocity among the various states and other agreements whereby applicants may meet Delaware's certification requirements by means other than meeting the specific requirements.'' Seven types of credentials are defined in the fourth section. Specific requirements for all certification areas are given in the fifth section. The final section contains requirements for reassignment of personnel. (JD)

ED 186 457 TM 800 146

*Walker, Clinton B And Others*

**CSE Criterion-Referenced Test Handbook.**

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-76-0029
Note-266p.
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC11 Plus Postage.**
Descriptors-Achievement Tests, Annotated Bibliographies, Cognitive Objectives, *Criterion Referenced Tests, Elementary Secondary Education, *Evaluation Criteria, Resource Materials, *Test Reviews, *Test Selection
Identifiers-Test Bibliographies

The bulk of this document consists of reviews of over 60 criterion-referenced tests, most of which are used to test elementary or secondary-level achievement in the basic skills. For each test review, the following information is given: description of test, price, field test data, administration, scoring, and other comments. The tests are rated according to three categories of criteria: (1) conceptual validity domain descriptions, agreement, and representativeness; (2) field test validity sensitivity, item uniformity, divergent validity, lack of bias, end consistency of scores; and (3) appropriateness and usability clarity of instructions, item review, visible characteristics, ease of responding, informativeness, curriculum cross-referencing, flexibility, alternate form availability, administration, scoring, recordkeeping, decision rules, and comparative or normative data. Guidelines on aspects of test selection are given: locating tests, comparing tests' technical and practical features, and comparing tests for their curricular relevance. Appendices list resources for developing or purchasing criterion-referenced tests, sources of other test reviews, definitions of terms, and available tests which were not reviewed. A subject index to the reviewed tests, a directory of publishers, and a sample of an exemplary domain description are also included. (GDC)

ED 186 477 TM 800 188

**Self-Perceptions, Task Perceptions and Academic Choice: Origins and Change. Final Report.**

Michigan Univ., Ann Arbor. Dept. of Psychology.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 80
Contract-NIE-G-78-0022
Note-149p.; Some tables contain small print.
Available from-Dr. Jacquelynne Z. Parsons, Department of Psychology, 3441 Mason Hall, University of Michigan, Ann Arbor, MI 48109 (Appendices D-G which are not included in this Final Report).
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-Classroom Observation Techniques, *Elective Courses, Elementary Secondary Education, Longitudinal Studies, *Mathematics Education, *Parent Attitudes, Parent Role, Questionnaires, *Self Concept, *Sex Differences, Sex Role, *Student Attitudes, Teacher Attitudes, Teacher Influence

A two year longitudinal cross-sectional project investigated the determinants of students' decisions to enroll in advanced mathematics courses, with particular attention to the determinants of sex-differentiated course participation. This study attempted to: (1) plot developmental shifts on psychological variables related to achievement attitudes; (2) assess the relative importance of these variables for student decision; and (3) identify the developmental origins of individual differences on these variables. Questionnaires were administered to approximately 600 students in grades 5 through 12, their parents, and their teachers. School record data and observational data were also gathered in the first year of the study. Students' estimates of their mathematical abilities, their estimates of the value of advanced mathematics, and their perceptions of their parents' beliefs about their mathematical ability decreased with age. Students' estimates of the difficulty of mathematics increased with age. Plans to continue in mathematics were facilitated by high expectancies, high self concept of mathematical ability, and low estimates of future course difficulty. Sex differences favoring boys were found on each of these scales. In general, mothers had the greatest influence and fathers had the least influence on students' attitudes regarding mathematics. Teachers' influences were intermediary. (Author/CTM)

ED 186 499 UD 019 894

*Fleming, Margaret, Ed. And Others*

**Proposed Plan for Magnet Schools Cleveland Public Schools. Section II, Early Learning Laboratory, Cleveland Public Schools.**

Cleveland Board of Education, Ohio.

Pub Date-29 Jun 79

Note-37p.; Not available in paper copy due to reproducing quality of original document. For related documents see UD 019 891-893 and UD 019 895-896. Appendicies have been deleted due to reproducibility factors.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Ancillary School Services, Beginning Reading, Curriculum Design, Early Childhood Education, Individualized Instruction, Inservice Teacher Education, *Language Experience Approach, *Magnet Schools, Nontraditional Education, Parent Participation, Program Proposals, *Racial Integration, *School Desegregation, Teaching Methods

Identifiers-*Montessori Method, *Ohio (Cleveland)

The primary goal of the Early Learning Laboratory is to reduce minority group isolation and promote interracial understanding and cooperation in a Montessori-type setting with a language development approach. The 300 students, ages 4-1/2 to 7 years, represent a racially mixed population appropriate to approved criteria. The behavioral competency curriculum reflects a strong Montessori methodology with additional focus on the development of oral and written language. The individualized beginning reading program is designed to take into account the cognitive, affective, and psychomotor domains. Parent and family involvement in the total educational process is seen as a vital component for the success of the school. A major focus of the school is to provide on-going staff inservice training that is targeted to maximize teaching processes for a more effective classroom delivery of curriculum content. Supportive services for students include speech therapy, social services, psychological services and health services. (Author/BE)

ED 186 411 SP 016 023

*Lopiano, Donna A.*

**High School Athletics: Coaches/Controversy/Crisis.**

Pub Date-80
Note-9p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation, and Dance (Detroit, MI, April 10-15, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Athletic Coaches, Attitude Change, *Equal Opportunities (Jobs), *Feminism, High Schools, Locus of Control, *Sex Discrimination, *Womens Athletics
Identifiers-*Title IX Education Amendments 1972

The token gestures towards job equality for women in the fields of physical education and athletics coaching are symptomatic of the more serious problem of sexual equality present in American society. Cultural restrictions on the kind and degree of assertive behavior traditionally associated with the female role have left women ill-equipped to assume positions of leadership which should be awarded to women as well as to men. An example of this problem is clear in the present situation in women's athletics. Added financial support for women's sports has made the field more attractive as a career choice; consequently, men are beginning to assume the higher-paid and more prestigious positions in women's sports. Female physical educators and coaches must be made to realize the gravity of the situation, and must condition themselves to effectively counteract the emerging inequality through self-assertiveness, political awareness, the development of managerial thinking styles, and the establishment of a good old girls'' system similiar to the good old boys'' system traditionally closed to female professionals. (LH)

ED 186 436 TM 008 394

Kilian, Lawrence J.

**Cognitive Skills and Processes Involved in the Digit Symbol Test of the WAIS.**

Pub Date-Mar 78
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Associative Learning, *Cognitive Processes, Higher Education, *Intelligence, Intelligence Tests, Memory, *Nonverbal Tests, Timed Tests, Visual Perception
Identifiers-Wechsler Adult Intelligence Scale

In this study, cognitive processes hypothesized to be relevant to the digit symbol task of the Wechsler Adult Intelligence Scale (WAIS) were examined. Fifty-two undergraduate education students were divided into four groups to receive four different treatments. All the students took the digit symbol test, followed immediately by a test of their memory for the nine symbols. Then they were given a verbal paired associate learning test. After that, one group studied codes to help them remember the digit symbol pairs; the second group practiced a letter symbol test; the third group had repeated practice on the digit symbol test; and the fourth group worked on a social studies reading task. After eight minutes, all the students took the digit symbol test again and then a second test of memory for the nine symbols. All four of the groups obtained somewhat higher mean scores on the second administration of the digit symbol test, but there were no significant differences among the four groups in the amount of gain. Possible reasons for this outcome are discussed, and suggestions are made for further research. (Author/CTM)

ED 186 522 UD 020 458

*Williams, Simon And Others*

**Brick Lane and Beyond: An Inquiry into Racial Strife and Violence in Tower Hamlets.**

Commission for Racial Equality, London (England).

Pub Date-5 Apr 79

Note-40p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Ethnic Relations, Foreign Countries, Housing, Police, *Police Community Relationship, Racial Composition, *Racial Relations, Social Services, *Violence

Identifiers-East Indians, *England (London), West Indians

This inquiry was designed to review the processes and identify some of the factors which were associated with violent confrontations in the East End of London, England and to make appropriate recommendations for action. Interviews were conducted with both indigenous respondents and Bengali and West Indian respondents during August through October, 1978. They made various suggestions for improving race relations in the area, including the recruitment of more Bengalis on the Council of Citizens; the improvement of housing, health, and social service provisions; and better police-community relations. Respondents were unanimous in their condemnation of all types of attacks against Bengalis and other groups and of organized attempts to incite racial violence and hatred. In the minds of the majority of those interviewed, these attacks are clearly associated with the manner in which the police have responded to the situation. (Author/RLV)

ED 186 542 UD 020 540

*Lum, John Magid, Armand*

**Upgrading Multicultural Education.**

Pub Date- 78
Note-14p.; Tables may be marginally legible.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Cultural Awareness, Cultural Differences, Elementary Secondary Education, *Learning Activities, *Multicultural Education, Program Descriptions, *Program Development, Teaching Methods

A number of processes and practices relevant to the improvement of multicultural education are discussed: (1) length of time spent on multicultural studies; (2) orientation of multicultural education; (3) field trips and classroom visitations by outside resource persons; (4) multicultural versus multiethnic instructional processes; (5) class discussions of behavior toward others; (6) activities; (7) cooperative endeavors; (8) rotation of ethnic or cultural mix; (9) bilingual or foreign language learning experiences; and (10) experiential and communication objectives rather than rote learning. Two multicultural education programs are described: a multicultural strand for social studies courses; and Man: A Creative, Rational, and Organized Species'' (MACRO/S), a multicultural source of study which compares people across history, geography, and culture. (Author/MK)

ED 186 563 UD 020 567

*Weiss, James And Others*
Community School District Community School District 5, New York, N.Y.
Pub Date-Feb 80
Note-58p.
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Academic Achievement, *Compensatory Education, Diagnostic Teaching, Educationally Disadvantaged, Elementary Education, *English (Second Language), Federal Programs, Individualized Instruction, Junior High Schools, Mathematics Instruction, Program Effectiveness, Program Evaluation, *Reading Programs, *Remedial Programs
Identifiers-*Elementary Secondary Education Act Title I, *New York (New York)

Three programs, one in reading, one in mathematics and one English as a Second Language (ESL) component, are described in this evaluation. The programs were designed to provide remedial instruction to students in New York City's Community School District 5. For each program component, data presented in this report include: a description of program objectives, target population, and principal activities; student achievement data; and evaluator observations and recommendations. (GC)

*Erviti, Vivian And Others*

**The Development of Rating Scales to Assess the Performance of Medical Students in Clinical Settings.**

National Board of Medical Examiners, Philadelphia, Pa.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date- Nov 79

Contract-231-76-0067

Note-18p.; Paper presented at the Annual Meeting of the American Association of Medical Colleges (Washington, DC, November, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Clinical Experience, *Competence, Higher Education, Medical School Faculty, *Medical Students, Physicians, Pretesting, *Rating Scales, Self Evaluation (Individuals), Student Evaluation, *Test Construction, Test Reliability

A rating scale was developed for the evaluation of behaviors and skills required of medical students. From 400 items based on various role-defining studies, 92 were selected. The project staff randomly assigned 46 items to each of two alternate forms. Seven medical schools were identified as sites for pilot testing. Medical students who agreed to participate were asked to rate themselves and to agree to be rated by two or more resident and faculty supervisors. Ratings were distributed across the four response options available (seldom, sometimes, usually, consistently) on most of the 92 items. Raters were not reluctant to use the more negative responses at times. Very few students used the fifth option (don't know), although physicians used it rather freely. There was a significant inverse relationship between the frequency of use of the don't know option and the number of hours of contact with a student. Interrater reliability ranged from moderate to substantial agreement. The staff had hypothesized that residents would have more extended contact with students than faculty, be more knowledgeable about student performance, and therefore provide more reliable ratings. The data supported the first two hypotheses, but not the third. (Author/GDC)

ED 186 478 TM 800 194

*deWolf, Virginia A.*

**Summarization of University-wide Admissions Standards for 20 Comparison Institutions.**

Washington Univ., Seattle. Educational Assessment Center.
Report NO.-EAC-78-20
Pub Date-Jun 78
Note-48p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Admission Criteria, Class Rank, College Entrance Examinations, *College Freshmen, *College Transfer Students, Credits, Grade Point Average, Higher Education, On Campus Students, *Universities

At the request of the Faculty Council on Academic Standards, a survey of university-wide admissions and graduation standards of 14 public and 6 private American institutions was undertaken. This report summarizes the university-wide admissions standards for freshmen and transfer students. Five specific requirements are dealt with and presented in tabular form: minimum high school grade point average or class rank; minimum high school subject units and distribution; standardized test requirements; minimum transfer grade point average; and restrictions placed on transfers based on the number of transfer credits amassed. For the 14 public universities, entrance requirements for freshmen and transfers are further divided into resident and nonresident requirements. For the 17 institutions having both earlier (late 1960's) and current sets of university-wide admissions standards, there is a summary with differences/changes noted. (Author/GSK)

ED 186 500 UD 019 895

*Fleming, Margaret, Ed. And Others*

**Proposed Plan for Magnet Schools Cleveland Public Schools. Section II, Business Careers Center.**

Cleveland Board of Education, Ohio.

Pub Date-29 Jun 79

Note-40p.; Not available in paper copy due to reproduction quality of original document. For related documents see UD 019 891-894 and UD 019 896. Appendices have been deleted due to reproducibility factors.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Accounting, *Business Education, Community Involvement, *Computer Science Education, *Curriculum, Data Processing, High Schools, *Magnet Schools, Program Proposals, *Racial Integration, *School Desegregation, Staff Development, Student Characteristics, Student Evaluation

Identifiers-*Ohio (Cleveland)

This report describes a proposed magnet vocational program for 11th and 12th graders which is intended to reduce minority student isolation and facilitate desegregation in the Cleveland Public Schools. The need for such a program, its basic characteristics and multicultural aspects, its potential impact on participating students and the community, and plans for involving the community and students are discussed. A detailed description of the program's data processing and accounting computing curriculum is provided and covers program goals, program rationale, subject content, instructional strategies, learner characteristics, and evaluation techniques. The duties and qualifications of anticipated staff appointments are outlined, and support activities under consideration, such as counseling and job placement, are listed. A summary of the current program is included. (EB)

ED 186 523 UD 020 470

*Serow, Robert C.*

**Classroom Structures and the Socialization of Tolerance.**

Pub Date-Apr 80

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Attitude Change, *Desegregation Effects, Elementary Secondary Education, Racial Integration, *School Desegregation, *Social Attitudes, *Social Development, Social Integration, *Social Values

While existing research suggests that schools have only indirect effects on students' racial and political attitudes, the social and demographic characteristics of desegregated classrooms may produce certain normative and behavioral outcomes which encourage children to accept human diversity encountered in concrete situations. This pattern of functional tolerance is a prerequisite for successful participation in the institutions of modern, heterogeneous society, and therefore represents an important aspect of citizenship training in public schools. It can be argued that universalism, achievement, and specificity take an additional significance within the racially and ethnically desegregated classroom. It seems highly probable that the child's prolonged exposure to concrete applications of universalistic

standards will have considerable impact on his or her judgments and behaviors in intergroup settings in the school and elsewhere. Children's acceptance of universalistic norms is likely to be of vital importance in their preparation for adulthood. There exists a clear correspondence between those universalistic norms that govern classroom life and the standards which regulate other institutions. The child's experiences in desegregated classrooms may have added value in that they provide exposure to the systematic application of impartial standards across racial lines. (Author/MK)

*Sadker, Myra Pollack Sadker, David Miller*

**Beyond Pictures and Pronouns. Sexism in Teacher Education Textbooks.**

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-79
Note-79p.
Available from-WEEAP Distribution Center, 39 Chapel Street, Newton, MA 01160 ($1.50)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Females, *Minority Groups, Self Concept, *Sex Bias, Sex Discrimination, Sex Stereotypes, Social Attitudes, Teacher Education, Teaching Methods, *Textbook Bias, *Textbook Content, Textbook Evaluation

The content of current teacher education textbooks was analyzed in regard to the attention paid to contributions of women to society, recognition and discussion of sexism, and sex stereotypes. Also presented are measures teacher educators need to take to rectify potential inaccuracy and imbalance in the textbooks they use. Biased attitudes were present in texts on foundations of education, social studies methods, mathematics and science methods, language arts, and educational psychology. Texts analyzed are identified by author's name. Appended is a section on racial and ethnic minorities and a selected bibliography on sexism in education. (JD)

ED 186 437 TM 009 668

*Froman, Robin D.*

**An Eclectic Approach to the Evaluation of Training Programs for Title XX.**

Pub Date-Apr 79
Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Attitude Measures, *Behavioral Objectives, *Chronicles, Criterion Referenced Tests, *Evaluation Methods, Grants, Observation, Participant Satisfaction, Pretests Posttests, *Program Evaluation, Questionnaires, Self Evaluation (Individuals), *Social Services, Test Construction, *Training
Identifiers-*Social Security Act Title XX, Usage Report

Title XX funds are used at the state level to develop, expand and improve the training of social service workers. Evaluation of programs receiving this funding must provide information on the effectiveness of the program in meeting specifically stated objectives, a complete description of the program for the purpose of replication, and recommendations for program improvement. Two core evaluation procedures are the development and use of behavioral objectives or goal statements and the development of a detailed description or chronicle of all procedures used or events occurring during the course of the grant period. Additional evaluation procedures used either to supplement or validate the core procedures are criterion referenced pre- and post-testing, self reporting of skills, use of attitude change scales, behavioral observation and participants' subjective ratings. Recommendations for the format in summarizing the collected information are given. Questionnaires are appended. (BH)

ED 186 543 UD 020 541

*Knight, Michael E.*

**Evaluation of Title I Summer School Program, Community School District 31, New York City. Summer 1979.**

Community School District 31, Staten Island, N.Y.

Pub Date-19 Oct 79

Note-20p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Academic Achievement, Basic Skills, *Communication Skills, Compensatory Education, Elementary Secondary Education, Program Descriptions, *Program Effectiveness, Program Evaluation, *Remedial Mathematics, *Remedial Programs, *Remedial Reading, *Summer Programs

Identifiers-*Elementary Secondary Education Act Title I, New York (Staten Island)

The Summer Program objectives were to increase pupil competency by providing remedial and corrective instruction in reading and mathematics for children who were likely to be held back, needed strengthening in basic skills, or were one or more years below grade level in reading or math achievement. Eight elementary and junior high schools participated, servicing 624 students in grades one through nine. The elementary reading and math program focused on reteaching basic concepts and skills that children had not mastered. On the junior high level, reading and math instructional techniques were geared toward the development of sequential learning. Communication skills were the foundation of the program. Process evaluation findings indicated that the program operated in an effective manner. Quantitative evaluation, based on criterion referenced tests, was completed separately for each grade level. Findings indicated a high degree of mastery of objectives at each level. Recommendations and test results are included. (MK)

ED 186 564 UD 020 579

*Baltzell, D. Catherine, Ed. Ames, Richard, Ed.*

**ESEA Title I Allocation Policy: Demonstration Study. Results of First Year Implementation, Part 2.**

Abt Associates, Inc. Cambridge, Mass.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group.
Report NO.-AAI-79-43
Pub Date-Apr 79
Contract-400-75-0074
Note-225p.; Some tables may be marginally legible due to small print. For related documents see UD 020 578-580.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-*Compensatory Education, *Educational Economics, Elementary Secondary Education, Federal Aid, Financial Policy, Financial Support, Program Costs, *Program Implementation, *Resource Allocation
Identifiers-Arizona (Mesa), California (Alum Rock), Colorado (Adams County), *Elementary Secondary Education Act Title I, Massachusetts (Boston), New Mexico (Santa Fe), New York (Yonkers), North Carolina (Charlotte), North Carolina (Winston Salem), Rhode Island (Newport), Texas (Houston), West Virginia (Berkeley County), West Virginia (Harrison County), Wisconsin (Racine)

This volume attempts to identify and describe factors that supported the unexpected expansion of Elementary and Secondary Education Act Title I services in thirteen participating local education agencies (LEAs). It also describes changes in program delivery patterns that may not have supported expansion of services but may have accompanied allocation policy change, and describes selected problems and successes faced by the individual districts as they conducted their programs. Increases in services received by students were attributed by the investigators to changes in the total availability of Title I funds, shifting of resources to elementary instruction, shifts in uses of funds within elementary instruction, and changes in the availability of donated resources. On the program delivery level, the investigators found that LEAs focused more on elementary instruction, modified coordination with other compensatory programs, changed staffing patterns, and increased specialist utilization and class size. Experiences of the LEAs in implementing allocation policy are described, with focus on the problems associated with changing from poverty to achievement criteria in the allocation of Title I resources, issues of service delivery, and parent involvement and reaction to allocation policy changes. (MK)

ED 186 459 TM 800 155

*Strathe, Marlene I*
**Evaluation Competencies of the Classroom Teacher.**
Pub Date- 78
Note-12p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Communication Skills, Data Analysis, *Elementary School Teachers, Elementary Secondary Education, *Measurement Techniques, Questionnaires, *Secondary School Teachers, Statistics *Student Evaluation, Teacher Education, Test Theory

The results of a mailed questionnaire survey are presented showing the opinions of a sample of teachers concerning the importance to them of 41 competencies related to measurement and evaluation. Out of a sample of 100 elementary school teachers, 50 junior high school teachers, and 100 senior high school teachers, 58 percent responded to the questionnaire. Responses were made on a five point scale, ranging from 1 for unnecessary and unused skills to 5 for essential and frequently used skills. The results are presented in two tables. The first table shows the mean and standard deviation for each category of teachers separately for each item. The second table presents the same data for items grouped in eight categories. The category receiving the highest rating by elementary school teachers was labeled communicating evaluation information conducting effective conferences.'' The category receiving the lowest rating was labeled statistical analysis and interpretation summarizing and describing evaluation information.'' Reference is made to surveys which show that only a minority of teachers have had formal training in measurement and evaluation. (CTM)

ED 186 479 TM 800 195

*Fetler, Mark E. Estes, Gary D.*

**A System for Evaluating the Performance of ESEA Title I Technical Assistance Centers.**

Pub Date-Apr 80

Note-38p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Consultants, Elementary Secondary Education, *Evaluation Methods, Information Utilization, *Management Information Systems, Professional Services, Program Evaluation, *Recordkeeping, *Technical Assistance

Identifiers-Elementary Secondary Education Act Title I, *Technical Assistance Centers

The results of the experience of a Technical Assistance Center (TAC) for three months with a system for classifying and recording actual and planned tasks and activities are described and discussed. The area covered by this report includes 15 states in 3 geographic regions. Staff days planned and actually spent and trips planned and spent are reported for each region and for each state. Percent of staff field time actually spent is reported for four foci: assisting in meeting reporting requirements, minimizing error, planning, and use of evaluation results. The number of TAC contacts is listed for 20 categories of providing information and three categories of obtaining information. There is a discussion of ways in which this information might be used to assist in planning and managing the activities in a TAC. Several purposes are listed for which these data may be useful. (CTM)

ED 186 501 UD 019 896

*Fleming, Margaret, Ed. And Others*

**Proposed Plan for Magnet Schools Cleveland Public Schools. Section II, Health Careers Center.**

Cleveland Board of Education, Ohio.

Pub Date-29 Jun 79

Note-42p.; For related documents see UD 019 891-895. Not available in paper copy due to reproduction quality of original document. Appendices have been deleted due to reproducibility factors.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Allied Health Occupations Education, Curriculum Design, Educational Opportunities, High Schools, *Magnet Schools, Parent Participation, Program Development, Program Proposals, *Racial Integration, *School Desegregation, Staff Development, Teaching Methods, Vocational Education

Identifiers-*Ohio (Cleveland)

A plan for a magnet school health careers program for 11th and 12th graders, intended to promote desegregation and provide improved educational opportunities for Cleveland students, is described in this proposal. Detailed descriptions cover staff requirements and qualifications, staff development plans, curriculum, and support activities. Included are charts which show tentative schedules for students preparing for careers as dental assistants, medical laboratory assistants, and nursing assistants. Possible teaching strategies, course requirements for 11th and 12th graders, and the potential role of parents and advisory councils are also discussed. (EB)

ED 186 413 SP 016 026

*Ryder, Martin And Others*
**Leadership and Project Management.**
Mid-Atlantic Teacher Corps Network, Philadelphia, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-79
Contract-300-78-0326
Note-153p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-Decision Making, *Education, Management Development, *Organizational Theories, *Organizations (Groups), Planning, Program Design, Program Development
Identifiers-*Organizational Analysis

This Teacher Corps document investigates the nature and function of organizations, and explores the applicability of organizational studies to the field of education. Topics dealt with include: 1) understanding organizations; 2) the structure of organizations; 3) the relationship between individuals and organizations; 4) organizational characteristics and organizational functioning; and 5) a structural process model of organizational analysis. Exercises for organizational analysis are included in the document. (LH)

ED 186 438 TM 010 035

*Hansen, Joe B., Comp.*

**Report of the Committee to Examine Issues Related to the Use of the Norm Referenced Model for Title I Evaluation.**

Northwest Regional Educational Lab., Portland, Oreg.
Pub Date-Oct 78
Note-99p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Achievement Gains, Advisory Committees, Compensatory Education, Elementary Secondary Education, *Evaluation Methods, *Mathematical Models, *Norm Referenced Tests, *Pretests Posttests, Program Evaluation, Statistical Bias, *Testing Problems, Test Interpretation, *Test Norms, Time
Identifiers-Elementary Secondary Education Act Title I, Equipercentile Assumption, Out of Level Testing, Regression Toward the Mean, *RMC Models, Technical Assistance Centers

This report documents the activities of the technical committee formed to examine issues related to the norm-referenced model (RMC Model A) for evaluation of Elementary and Secondary Education Act Title I programs. Background information is provided on the committee's activities, purpose, and meetings; and the members are listed. The reports of individual subcommittees dealing with specific technical issues are presented: (1) equipercentile assumption; (2) use of norms; (3) interpolation and extrapolation; (4) separation of selection from pretest/regression effect; (5) out-of-level testing; and (6) RMC Model A2, the non-normed testing model. These committee reports comprise almost one-third of the document, and consist mainly of conclusions and recommendations, including lists of unresolved issues. Attachment 1 contains Brent Bridgeman's paper, Extrapolation and Interpolation in Model A1 Title I Evaluation; Robin Baker and Keith McNeil's Technical Committee Recommendations Regarding Testing Times in All Models; and Baker and Tom Williams' Issues Related to Interpolation. Attachment 2 contains Stephen L. Murray's Identifying and Controlling Sources of Regression Bias in Model A; a memo by Gene Glass on the regression effect; Brent Bridgeman's Practical Alternative to Model A; and Henry Scherich's A Case for Instructionally Dated Norms. (Author/GDC)

ED 186 524 UD 020 478

*David, Jane L. Pelavin, Sol H.*

# Research on the Effectiveness of Compensatory Education Programs: A Reanalysis of Data. Final Report.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-126p.; For a version of this report without the eight appendices, see ED 147 386.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-*Academic Achievement, *Compensatory Education, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, *Program Effectiveness, *Program Evaluation, Standardized Tests

This report focuses on the extent to which conclusions about the effectiveness of compensatory education programs are affected by (1) the period of time on which the evaluation is based, and (2) the standard against which the program is judged. Previously collected evaluation data from four compensatory education programs (grades 1-8) are reanalyzed in order to test the effects of these components. Program effectiveness is judged according to the standards of both grade-equivalent and percentile point achievement indices, as measured by standardized tests. The primary finding of these analyses is that conclusions about program effectiveness are greatly influenced by the the period of time over which the evaluation is based. Specifically, it is shown that the inclusion of the summer months in the evaluation can reduce estimates of achievement and reverse positive judgments of program effectiveness. Additionally, it is demonstrated that the 10 percentile point achievement standard is more stringent than grade-equivalent score standards, and is thus less likely to be met in a 12-month evaluation. Based on this study's findings, it is recommended that evaluation of compensatory programs be based on a 12-month (fall to fall) period and that students not be promoted on the basis of spring test scores. (Author/GC)

ED 186 544 UD 020 543

*Knight, Michael E.*

**Evaluation of Title I Program, Community School District 31, New York City. 1978-79 School Year. Final Report, E.D.L. Reading Lab.**

Community School District 31, Staten Island, N.Y.

Pub Date-19 Oct 79

Note-13p.

Pub Type- Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Compensatory Education, Elementary Secondary Education, Program Descriptions, Program Evaluation, *Reading Centers, *Reading Improvement, *Remedial Reading

Identifiers-Elementary Secondary Education Act Title I, *New York (Staten Island)

This program was designed to improve reading skills and to provide intensive remediation for students in grades six through nine. Specialized materials and equipment were provided by Educational Development Laboratories (EDL). The EDL Reading Laboratory utilized the Learning 100 program, a multi-modality developmental and remedial program. Small groups of students received instruction for no less than 40 minutes daily, five days a week. Constant feedback on individual and group progress was provided. Quantitative analysis of the program was based on a pretest/posttest design with the Stanford Diagnostic Reading Test serving as the measuring instrument. In all cases the actual posttest mean surpassed the predicted posttest mean. The primary strengths of the program were seen to be the positive manner of the personnel involved, the high expectation level set for student performance, and the high degree of individualization achieved by program participants. (Author/MK)

ED 186 414 SP 016 031

*Zigarmi, Patricia And Others*

**Strengthening Technical Assistance to the National Diffusion Network.**

Dingle Associates, Inc., Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.
Pub Date-Feb 80
Note-124p.
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Cooperative Planning, *Delivery Systems, Educational Resources, Government Role, Information Dissemination, *Institutional Characteristics, Needs Assessment, *Networks, *Organizational Objectives, Program Evaluation, Program Implementation, Research Utilization, *Technical Assistance
Identifiers-*National Diffusion Network

This report contains a review and analysis of technical assistance given to the National Diffusion Network (NDN) by the Technical Assistance Advisory Group (TAAG). Following an outline of TAAG's aims and methods, the history of technical assistance to the NDN is reviewed. Current activities of the technical assistance contractors are outlined and clients' evaluations of these activties are summarized. The needs for technical assistance are discussed, and characteristics of effective technical assistance systems are described. Possible changes in the NDN and their implications for future technical assistance are analyzed. Recommendations are made for government actions and for future technical assistance contractor activity. (JD)

*Williams, Albert P. And Others*
**Factors Affecting Medical School Admission Decisions for Minority and Majority Applicants: A Comparative Study of Ten Schools.**
Rand Corp., Santa Monica, Calif.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Medicine.
Report NO.-Rand-R-2030-HEW
Pub Date-Dec 79
Contract-231-75-0614
Note-111p.
Available from Publications Department, The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($7.00).

Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-*Admission Criteria, Affirmative Action, *College Admission, College Entrance Examinations, *Enrollment Trends, Females, Grade Point Average, Higher Education, *Medical Schools, *Minority Groups, Place of Residence, Predictive Measurement, *Predictor Variables, School Policy, Science Tests, Success, Undergraduate Study, White Students
Identifiers-Entrance Examinations, Medical College Admission Test

Admissions procedures were examined at ten selected medical schools, between 1973 and 1975, with particular interest in comparing the procedures for minority and majority medical school applicants. An affirmative action policy was found to be operational in each of the schools, which took special pains to evaluate minority and disadvantaged students in a manner different from the common procedures for majority applicants. These policies significantly improved minority applicants' chances of admission. Although the schools differed in the weighting of students' credentials for admission, certain characteristics were generally important undergraduate achievement in science courses, residence in the state, and undergraduate enrollment in the parent university. Although the science subtest scores on the Medical College Admission Test (MCAT) were important for all applicants, the general quantitative and verbal MCAT scores seemed to be scarcely used in evaluating minority students. Further analysis, using the new edition of the MCAT, is recommended. (Author/GDC)

*Prediger, Dale J. Johnson, Richard W.*

**Alternatives to Sex-Restrictive Vocational Interest Assessment.**

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.
Report NO.-ACT-RR-79
Pub Date-May 79
Note-45p.; The table on pages 36-41 contains small print.
Available from-ACT Publications, P.O. Box 168, Iowa City, IA 52243 ($1.00)
Pub Type- Reports - Research (143) - Information Analyses (070)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Career Counseling, Higher Education, High Schools, *Interest Inventories, Sex Fairness, *Sex Stereotypes, Test Interpretation, *Test Validity, *Vocational Interests
Identifiers-Unisex Act Interest Inventory

Recent research is summarized on interest assessment procedures as it bears on the issue of sex restrictiveness. Studies documenting sex restrictiveness in widely used interest inventories are cited, and alternatives to sex-restrictive interest assessment are suggested. Separate consideration is given to basic interest scales and to occupational scales. For basic interest scales, results are summarized for 15 recent validation studies which support the use of interest scores that are not sex restrictive. Such scores can easily be obtained for traditional scales that assess basic interests. Alternatives to traditional, sex-restrictive occupational scales are reviewed, including the use of cross-sex scales, combined-sex scales, cluster scales, and sex-balanced scales. Normative and correlational data are presented as aids in mitigating sex restrictiveness in existing occupational scales, and the value of placing greater emphasis on basic interest scales is illustrated. For both basic interest scales and occupational scales, primary attention is given to the possibility that interest inventories can consist entirely of items that elicit similar responses form males and females and provide males and females with similar vocational suggestions. Reliability and validity for the Unisex Act Interest Inventory (UNIACT) are summarized. (Author/BW)

ED 186 565 UD 020 588

*Vanecko, James J. And Others*

**Executive Summary of the Analysis Plan for Research on the Effects of Demonstration Title I Compensatory Education Projects.**

Abt Associates, Inc. Cambridge, Mass.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-15 Jul 76
Contract-400-75-0074
Note-37p.; Two figures will not reproduce clearly due to small, broken print.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Compensatory Education, *Demonstration Programs, Elementary Secondary Education, *Eligibility, *Federal Programs, *Research Proposals, *Resource Allocation
Identifiers-*Elementary Secondary Education Act Title I

Between the 1975-76 and 1976-77 school years, Title I school eligibility, student selection, and concentration of funds and services are scheduled to change. This report outlines the plans of the agency which will compare the distribution of instructional and other educational services before and after the policy changes and provide analysis for possible modifications in the Elementary and Secondary Education Act with regard to allocation policy. The study design, data sources, and analytic procedures selected to address the question of what kinds of services reach what kinds of students are described in detail. The study will focus on demonstration projects to be conducted in 16 school districts. Research objectives are identified as follows: (1) estimation and analysis of distribution of services; (2) analysis of community reaction to Title I programs and the demonstration projects; (3) estimation of costs or savings associated with altered allocation and eligibility policies; (4) the gathering of descriptive information on possible achievement outcomes of the demonstrations. (GC)

ED 186 502 UD 020 009

*Breyfogle, Donna, Comp. Dworaczek, Marian, Comp.*
**Blacks in Ontario: A Selected Bibliography, 1965-1976.**
Ontario Ministry of Labour, Toronto. Research Library.
Pub Date-Sep 77
Note-29p.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Black Education, *Black Employment, *Black History, *Blacks, Foreign Countries, *Housing, Immigrants
Identifiers-*Canada

This bibliography contains approximately 250 references to works published between 1965 and 1976 on blacks in Canada. Citations are listed in alphabetical order under the following headings: bibliographies, general, history, immigration, education, employment, housing, and miscellaneous. Also provided is a list of periodicals that publish material relevant to the black experience in Canada. (GC)

ED 186 525 UD 020 482

*Goodrich, Andrew*

**Developing a Data-Driven Retention Model for Improving Minority Student Persistence in Predominantly White and Historically Black Colleges.**

Pub Date-79

Note-44p.; Not available in paper copy due to author's restriction. Paper presented at the American Educational Research Association Conference (Boston, MA, April 7-11, 1980). Tables may be marginally legible due to broken print

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Academic Achievement, *College Students, *Computer Oriented Programs, Dropout Characteristics, *Dropout Prevention, Educational Attainment, Enrollment, Higher Education, *Management Information Systems, *Minority Groups, *Potential Dropouts, School Holding Power

This paper recommends new strategies in the use of data in monitoring enrollment distribution, retention, and graduation rates of minority students in predominantly white colleges. Surveys of current literature show there are three significant questions: (1) Who drops out? (2) Why do they drop out? and (3) How can the overall dropout rate be reduced? The Data-Driven Minority Student Retention Model addresses these questions by utilizing a comprehensive approach that provides for use of data in improving retention and graduation rates of minority populations. The data collection and formating component of the model establishes a comprehensive and accurate data retrieval system for determining application, acceptance, and admission rates; academic strategy profiles; classification profiles; longitudinal program profiles; and graduation rates. The Computerized Academic Monitoring System component is the major force behind the early identification of students with academic difficulties during the first third of the term in selected courses. This system provides for the instructors' identification of students with poor marks and a follow-up communication system for contacting and assisting students. The adoption and effective implementation of the Data-Driven Retention Model should significantly improve the retention and graduation rates of minority students in higher education institutions. (Author/MK)

ED 186 545 UD 020 544

*Kelly, Charles P.*

**Evaluation of the Optional Assignment Program, Community School District 31, New York City. 1978-79 School Year.**

Community School District 31, Staten Island, N.Y.
Pub Date-19 Oct 79
Note-13p.; Not available in paper copy due to broken print.
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Compensatory Education, Elementary Education, Junior High Schools, *Mathematics Instruction, Program Descriptions, Program Evaluation, *Reading Improvement, *Reading Instruction, *Remedial Instruction, *Remedial Programs
Identifiers-*Elementary Secondary Education Act Title I, New York (Staten Island)

Students in need of supplementary reading and mathematics instruction were identified, their specific needs determined, and prescriptive activities formulated. Prescriptive reading and math teachers were responsible for program implementation and coordination with classroom teachers in three elementary schools and one junior high school. Staff training activities were carried out, and a total of 17 objectives were identified for participants in the reading component. Posttest findings using the Prescriptive Reading Inventory as the measuring instrument indicated that all students in the program obtained the goals. Fourteen objectives were identified for participants in the math component. The Diagnostic Mathematics Inventory was used as a posttest instrument and indicated that all but one of the participating students achieved all math goals. (MK)

ED 186 439 TM 800 005

Kern, Jeffrey M. MacDonald, Marian L.

**Assessing Assertion: An Investigation of Construct Validity and Reliability.**

Pub Date-80
Note-33p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Anxiety, *Assertiveness, Females, Higher Education, Observation, Predictive Measurement, *Psychological Testing, Responses, Self Evaluation (Individuals), *Situational Tests, *Test Reliability, *Test Validity
Identifiers-Autonomic Perception Questionnaire, College Self Expression Scale, *College Womens Assertion Sample, Conflict Resolution Inventory, Fear of Negative Evaluation Scale (Watson Friend), Multitrait Multimethod Techniques, Social Reaction Inventory (Richardson Tasto), S R Inventory of Anxiousness (Endler et al), Timed Behavior Checklist

The reliability and meaning of assertiveness tests were explored using 120 female undergraduates. Several self-report inventories (the College Self-Expression Scale, Conflict Resolution Inventory, and a global rating from one to seven) were administered, as were three anxiety measures (Timed Behavior Checklist, response latency, and response duration) which were collected during administration of the College Women's Assertion Sample (CWAS). The CWAS involved 50 audiotaped interpersonal situations, during which the subjects' role-playing responses were observed. Five self-report measures of anxiety (the Fear of Negative Evaluation Scale, S-R Inventory of Anxiousness, Social Reaction Inventory, Autonomic Perception Questionnaire, and a global rating of anxiousness from one to seven) were then administered. Retesting at one-, four-, or ten-week intervals supported the reliability of the behavioral sampling and the Conflict Resolution Inventory. Convergent validity was evident for all the assertion tests, but only the CWAS showed strong discriminant validity. The global self-ratings were minimally useful, and the behavioral sampling successfully differentiated between aggressive, assertive, submissive, and aggressive-submissive subjects. The use of multiple measures was recommended. (Author/GDC)

ED 186 503 UD 020 122

*LeVine, Elaine S. And Others*

**Note on Ethnic Identification and Preference.**

Pub Date-Apr 79

Note-23p.

Pub Type- Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Blacks, *Children, *Ethnocentrism, Probability, *Racial Bias, *Racial Differences, *Racial Identification, *Research Methodology, Statistical Analysis, Whites

While research has shown that both black and white children can clearly discriminate (usually through the use of dolls or puppets) with respect to ethnic identification by the age of 3-4 years, findings regarding ethnic preference are more complex. Researcher W.C. Banks has implied that research designs that compare ethnic preferences across groups cannot lead to valid inferences. Alternatively, it is proposed here that such research can be useful if two commonly used measurement approaches, one based on a comparison of preference choices and the other on chance frequencies, are considered as evaluating two different phenomena. When 21 studies are analyzed, different results are obtained by the use of different statistical approaches, one comparing percentages of own group choices. Most notably, it can be seen that whites consistently make more favorable own group responses than do blacks. This finding raises questions about the validity of white control'' groups for research on ethnic preferences. (Author/GC)

ED 186 566 UD 020 592

*Civiletti, Benjamin R.*

**Civil Rights in the '80's: The View from Justice.**

Department of Justice, Washington, D.C.

Pub Date-9 Apr 80

Note-14p.; Speech presented to the Howard University Law Alumni (Washington, DC, April 9, 1980).

Pub Type- Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Civil Rights, *Civil Rights Legislation, Equal Education, Equal Opportunities (Jobs), *Federal Government, *Government Role, Housing Discrimination, *Public Agencies, Racial Discrimination, Sex Discrimination

Identifiers-*Department of Justice

Progress in the area of civil rights attained under the Carter administration is described in this speech by the current United States Attorney General. Among the Federal activities mentioned are: (1) legal suits to end employment discrimination on the basis of race, sex, and national origin; (2) withholding of Federal funds from State and local governments that do not comply with Federal legislation; (3) consolidation of the education and housing sections of the Civil Rights Division of the Justice Department; (4) pursuit of school desegregation in the West, Midwest and Northeast, as well as in the South; (5) actions taken on the part of institutionalized persons and persons victimized by official wrongdoing; (6) actions taken under the Voting Rights Act to increase minority elected representation; and (7) litigation initiated to end the denial of free public education to the children of undocumented aliens. Activities undertaken within the Justice Department, including the establishment of regional offices, the appointment of Federal judges, and internal employment policies, are also briefly described. (GC)

ED 186 415　　　　　　　　　　　　　　　　SP 016 032

*Pine, Gerald*
**Deans as Teachers in the Field.**
New England Teacher Corps Network, Portsmouth, N.H.
Pub Date-Apr 80
Note-20p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Change Agents, Continuing Education, *Deans, *Field Instruction, Inservice Education, *Inservice Teacher Education, *Program Descriptions, School Community Relationship

The experiences of three college deans who conducted field-based inservice courses are recounted. Courses were conducted in the needs of exceptional children, multicultural education, community responsibility for change, and supervisory skills. General descriptions of course content and reactions of participants are interspersed with introspective reflections on ways to improve services offered by colleges of education to sites removed from the campus. (JD)

ED 186 461 TM 800 163

**Handbook for Institutional Self-Study.**

Commission on Higher Education, Philadelphia, Pa. Middle States Association of Colleges and Schools.
Pub Date-77
Note-27p.; For related document, see TM 800 136.
Available from-Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104 ($1.00)
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Accreditation (Institutions), College Administration, College Curriculum, College Faculty, College Instruction, Educational Objectives, Educational Resources, Financial Policy, Higher Education, Observation, Outcomes of Education, *Self Evaluation (Groups), Student Characteristics
Identifiers-*Middle States Association

Colleges and universities seeking accreditation by the Commission of Higher Education of the Middle States Association must conduct a formal self-study, prior to the evaluation visit by a team from member institutions. Typically a year-long process, the self-study should involve students, faculty, administration, governing board, and community. Although usually comprehensive, this evaluation may emphasize certain personnel, teaching methods, research programs, and so on. After a preliminary visit from a Middle States Representative, the institution should define topics for detailed study, establish a steering committee, establish and monitor progress of work groups, and compile their work into a final report which should be sent to each evaluation team member four to six weeks before their visit. A hypothetical comprehensive self-study is outlined according to recommended topics for detailed study: goals and objectives; outcomes; curriculum; admissions policy and counseling services; faculty; instruction; resources (buidlings, equipment, funds); and organization, governance and financial policy. (CP)

ED 186 481 TM 800 202

*Secolsky, Charles*

**Assessing the Interpretive Component of Criterion-Referenced Test Item Validity.**

Pub Date-Apr 80
Note-100p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Ambiguity, Criterion Referenced Tests, Electronics, Higher Education, *Item Analysis, Learning Processes, Response Style (Tests), *Student Attitudes, *Testing Problems, *Test Items, *Test Validity
Identifiers-Domain Referenced Tests

Undergraduates responded to an objective test in electronics and classified each item by domain (one of 14 topics covered in their text), and by type of knowledge (definition, fact, principle, or interpretation). These judgments were compared to their instructor's standard'' judgments. From these data, an index of item-domain divergence in perceived item meaning between examinees and the content specialist was computed, in addition to traditional item statistics. This new measure provides a means for detecting ambiguous items not otherwise detectable using biserial correlations. Items deemed ambiguous by this procedure were compared with items indicated as being ambiguous by students in taped interviews. Avenues for future research are discussed. (Author/CP)

ED 186 504 UD 020 144

*Lesser, Saal D. Reece, Gene K.*
District Lesser (Saal) Associates, Inc., Mt. Vernon, N.Y.
Spons Agency-New York City Board of Education, Brooklyn, N.Y.
Pub Date-31 Jul 78
Note-105p.; Not available in paper copy due to reproduction quality of original document.
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Academic Achievement, *Compensatory Education, Diagnostic Teaching, Educationally Disadvantaged, Elementary Education, Federal Programs, Junior High Schools, *Mathematics Instruction, Paraprofessional School Personnel, Program Effectiveness, Program Evaluation, *Reading Programs, *Remedial Programs
Identifiers-*Elementary Secondary Education Act Title I, Impact Aid, *New York (New York)

In 1977-78, four remediation programs were funded under Title I and three under Impact Aid in New York City's School District 30. Title I programs included: (1) a teacher-paraprofessional reading team program in 12 elementary, intermediate and junior high schools; (2) a teacher-paraprofessional mathematics team program in 10 elementary, intermediate and junior high schools; (3) an optional assignment reading program for pupils who attended three District 30 schools beyond the bounds of their neighborhoods' attendance areas; and (4) a non-public school reading component for students in 3 private schools. Impact Aid programs included two reading and one mathematics component, all employing both teachers and paraprofessionals. The behavioral objective in each Title I and Impact Aid component was for seventy percent of the students to attain progress beyond their computed average rate of reading or math scores. With the exception of the optional assignment reading program, each program met or surpassed the objective. In this report, each program component is more fully described and student achievement data are presented. (Author/GC)

ED 186 526 UD 020 483

*Morris, Frank L.*

**The Jensen Hypothesis: Social Science Research or Social Science Racism. Center Monograph Series, Monograph 2.**

California Univ., Los Angeles. Afro-American Studies Center.

Pub Date-71

Note-72p.; Not available in paper copy due to institution's restriction.

Pub Type- Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Bias, Blacks, Disadvantaged, Educational Researchers, *Environmental Influences, Experimenter Characteristics, *Intelligence Differences, *Intelligence Quotient, *Nature Nurture Controversy, Public Policy, *Research Methodology, Whites

Identifiers-*Jensen (Arthur R)

In 1969, Arthur Jensen published his controversial article concluding that blacks are less intelligent than whites and that genetic factors explain more of the variance between the two groups than environmental differences. This paper criticizes Jensen's work and discusses its negative implications. Interpretive and methodological weaknesses in Jensen's research are described, including erroneous assumptions regarding environmental effects and gaps and incomplete analysis of variance in Jensen's data. The validity of IQ scores is then examined. It is held that IQ is a culturally biased measurement, subject to environmental influences, and that, furthermore, Jensen's interpretation of IQ scores is different for blacks and disadvantaged children than for whites. Next, political and social misuses of the Jensen hypothesis are discussed. Principal effects of Jensen's work are said to be enhancement of feelings of racial superiority among whites, reinforcement of the myth of individual responsibility for social mobility, the evolution of the culture of poverty'' thesis, and support for the status quo in the American educational system. Finally, Jensen's work is said to exemplify how a scholar's values, as well as his own background, may lead him to be less objective than he thinks, especially in regard to subjects dealing with race, heredity, and environment. (Author/GC)

ED 186 546 UD 020 545

*Bildner, Beatrice And Others*

**Title I Summer Program, Evaluation Report.**

Community School District 6, New York, N.Y.
Pub Date-Oct 79
Note-16p.
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Compensatory Education, Elementary Education, *English (Second Language), Junior High Schools, *Mathematics Instruction, Program Evaluation, *Reading Improvement, *Remedial Instruction, *Remedial Programs, *Summer Programs
Identifiers-Elementary Secondary Education Act Title I, New York (New York)

The Summer Umbrella Program was designed to provide remedial instruction to children with demonstrable needs in reading, mathematics, and English as a second language. Instruction functioned on an individual or small group basis, employing a flexible, eclectic, multi-modality methodology. The instructional design was diagnostic/prescriptive. Pre and posttests of skills achievement and formal evaluative observation by a consultant were employed as evaluative techniques. Observation findings showed that a diagnostic/prescriptive model was implemented according to guidelines. The instructional strengths and expertise that existed among paraprofessionals, teachers, and administrators made for a positive climate. Pupils were observed to be eager to learn, attentive, and responsive to instruction. On the elementary level, 79.5 percent of the students obtained the same or a greater number of instructional objectives identified as the program goals for reading, 80.7 percent for ESL, and 74.6 percent for mathematics. On the junior high level, 81.2 percent obtained the program goals for reading, 80.4 percent for ESL, and 79.8 percent for mathematics. These findings indicate that in general, program guidelines were observed and most program goals were realized. (MK)

ED 186 416 SP 016 047

*Dansker, Judith*

**A Conference on Planning for Documentation and the National Conference Follow-up Program (Myrtle Beach, South Carolina, February 1979).**

Southeastern Teacher Corps Network, Atlanta, Ga.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date-Aug 79

Note-46p.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Accountability, *Data Collection, *Documentation, *Educational Research, *Planning, Research Utilization, *Skill Development, Validated Programs

Identifiers-Teacher Corps

This document reports on the activities of the Southeastern Teacher Corps Network's 1979 conference on planning for the documentation and follow-up survey of educational conferences. Topics discussed at the meeting include developing the skills and operational procedures for documentation processes in Network organizations, and developing the ability to gather educational research data for later use in Teacher Corps conferences and programs. A list of conference participants is appended. (LH)

ED 186 440 TM 800 019

*Kastrinos, William Livingston, Samuel A.*

**The Development of a Proficiency Examination for Dental Auxiliaries.**

Educational Testing Service, Princeton, N.J. Center for Occupational and Professional Assessment.

Spons Agency-Health Resources Administration (DHEW/PHS), Hyattsville, Md.

Pub Date-79

Contract-231-77-0119

Note-117p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-*Criterion Referenced Tests, Cutting Scores, *Dental Assistants, *Dental Hygienists, Higher Education, Multiple Choice Tests, Observation, *Occupational Tests, Performance Tests, Pretesting, Scoring, *Test Construction, Test Reliability, Work Sample Tests

Identifiers-Interobserver Reliability

This report describes the development of a criterion-referenced proficiency examination for dental auxiliaries that consists of both written and performance tests in each of five areas: chairside assisting, patient education, diagnostic aids, therapeutics, and laboratory procedures. The content outlines of the tests are presented. The formation of the committees and the processes of test planning and test development are described. Checklists were developed for the observers to use in scoring the performance tests. A preliminary field trial of the test was administered to a small sample of dental auxiliaries, and revisions were made to the test and the scoring checklists. The revised tests were then administered to 115 dental assistants or dental hygienists. The development of the scoring formulas for the performance tests was a three-stage process. Inter-observer reliabilities were computed for each subtest, and score distributions were compared for auxiliaries rated adequate with those rated inadequate by the observers. Various methods were used to select recommended pass/fail cutoff scores. Conclusions of the study and recommendations for further development are presented. (Author/CTM)

ED 186 482 TM 800 203

*Humes, Ann*

**Assessing Writing Proficiencies with Writing Samples in Grades 2-6.**

Pub Date-Apr 80

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980). Parts may be marginally legible

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Elementary Education, Evaluation Criteria, *Scoring, Writing (Composition), *Writing Skills

Identifiers-Analytic Scoring, Holistic Evaluation, Primary Trait Scoring, *SWRL Scoring System

Three different scoring systems are described; these systems are widely used for evaluating students' writing samples. A new model for scoring is presented by comparing and contrasting that model with the other systems. A pilot study of the new model for writing-sample items, scoring keys, and scoring guidelines is discussed. The pilot study was conducted in grades 2-6, and results suggest that the new model is appropriate for evaluating writing-samples that are a part of competency tests. Data from large-scale use on competency tests is also presented. (Author)

ED 186 567 UD 020 593

*Azores, Fortunata M.*

**Asian Americans: An Agenda for Action; A Conference Summary.**

New York State Advisory Committee to the U.S. Commission on Civil Rights, New York.

Spons Agency-Commission on Civil Rights, Washington, D.C.

Pub Date-Feb 80

Note-64p.; Summary of the proceedings of a conference (New York, NY, May 6, 1978). Photographs and maps may be marginally legible.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Collected Works - Proceedings (021) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*Asian Americans, *Employment, Language Proficiency, *Older Adults, Public Policy, Social Services, *Statistical Data, *Voting, *Youth

Identifiers-*New York

The proceedings of a conference on Asian Americans held in New York City in May 1978 are summarized in this report. The conference consisted of workshops on four issues: employment, voter participation, youth, and the elderly. In the workshop on employment, issues discussed included the participation of Asians in the health system and in the public (Federal, State and local) sector. In the workshop on voter participation, discussion centered around problems of voter registration, voter education, and redistricting as they affect Asian Americans in New York City. Also considered were ways that the Voting Rights Act of 1965 can be used to increase the participation of Asian Americans with limited English speaking ability. Principle issues covered in the workshop on youth were the lack of statistics on Asian American young people, language and educational problems, youth programs and employment, and gangs and violence, particularly in New York City's Chinatown. In the workshop on the elderly Asian American population of New York City, the availability of census statistics, language and cultural problems, social isolation, health, limited income, and housing were among the areas discussed. For each workshop, relevant statistical information is presented. Recommendations of the conference participants for eliminating discrimination and inequalities are also given. (GC)

ED 186 417 SP 016 048

*Bryant, Brenda Shinn, Earl*

**Follow-up Conference Assessments Impact Study.**

Southeastern Teacher Corps Network, Atlanta, Ga.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Nov 79
Note-48p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Conferences, *Evaluation, Evaluation Methods, *Participant Satisfaction, Planning, *Program Effectiveness, Research Methodology
Identifiers-Teacher Corps

The follow-up assessments contained in this document represent four conferences that were sponsored by the Southeastern Teacher Corps Network in 1977. The conferences are entitled: 1) The Parent Education Program; 2) The Learning/Listening Conference; 3) The Multicultural Education Conference; and, 4) The Inservice Education Conference and Staff Development Seminar. The surveys used to collect the data for this report were sent to participants after sixteen months and twenty-three months. To determine the impact of these events, the questionnaires explored the participants' application, development, and sharing of skills gained at the conferences. Copies of the questionnaires used are appended. (LH)

*Berke, Iris And Others*

**The Impact of State Mandated Evaluation Procedures upon the Educational Programs of Local School Districts in California.**

Stanford Univ., Calif. Stanford Evaluation Consortium.

Spons Agency-California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.

Pub Date-Feb 76

Note-88p.; Best copy available.

Pub Type- Reports - Evaluative (142)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Bilingual Education, Citizen Participation, Compensatory Education, Early Childhood Education, Elementary Secondary Education, Field Interviews, *Formative Evaluation, Instructional Development, Participant Satisfaction, Program Development, *Program Evaluation, *Program Implementation, School District Spending, State Aid, *State School District Relationship, *State Standards

Identifiers-California, Metaevaluation

Data were collected from 15 school districts in northern California to assess three state-mandated evaluation procedures: (1) a comprehensive program planning report; (2) a year-end report on expenditures and attainment of objectives; and (3) a monitor and review visitation whose purpose was to monitor program compliance, observe improvements in instruction and school administration, and assess participation by school staff and parents in educational decision making generally. The participating schools received funds from at least two of the following state or federal programs: Title I of the Elementary and Secondary Education Act, Educationally Disadvantaged Youth, Early Childhood Education, and Bilingual Education. The planning report and the site visit improved participation and awareness among staff and active parents; these two procedures also influenced instruction and management. The expenditure report, however, had little impact; it was regarded primarily as a requirement for further funding, but not perceived to be as helpful as the other two procedures. The state-mandated evaluation focused school site planning on the total educational program of the school, rather than on individual funding sources. (The site-visit interview form and the detailed questionnaire preceding the visit are appended). (CP)

ED 186 505 UD 020 223

*Eliyahu, Shlomo Ben*

**The Israeli Educational System and the Problem of the Disadvantaged.**

Ministry of Education and Culture, Jerusalem (Israel).
Pub Date-Jan 79
Note-14p.; Not available in paper copy due to reproduction quality of original document.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Academic Achievement, *Cultural Differences, *Educationally Disadvantaged, Foreign Countries, Language Patterns, *Minority Group Children, Program Descriptions, Social Differences, *Socioeconomic Background
Identifiers-Israel

The major concern of the educational system in Israel today is how to advance students who come from low socioeconomic backgrounds and from a cultural background which is different from that of the privileged sectors of the population. In general, the problem of educationally disadvantaged students is related to the problem of social gaps. These gaps are found primarily between those coming from the Afro-Asian countries and those whose origin is in Western Europe or the Americas. Changes in the treatment of the educationally disadvantaged are represented by two main programs: The Reform of Secondary Education Accompanied by Integration, and a comprehensive program for the disadvantaged called The Educational Welfare Program. Other programs include boarding programs, tutoring programs, and programs for dropouts. Much remains to be done, however, as is shown by numerous studies which point to unsatisfactory academic achievement and a continuing education gap. (Author/RLV)

ED 186 547 UD 020 546

Carin, Arthur A.

**ESEA Title I Program. Impact Aid (PL 81-874) Program. Final Evaluation Report, 1978-1979.**

Community School District 32, Brooklyn, N.Y.

Pub Date- 79

Note-165p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors-Academic Achievement, *Bilingual Education, Compensatory Education, *Early Childhood Education, Educationally Disadvantaged, Elementary Secondary Education, Private School Aid, Program Descriptions, *Program Effectiveness, Program Evaluation, *Remedial Mathematics, *Remedial Programs, *Remedial Reading

Identifiers-*Elementary Secondary Education Act Title I, Impact Aid, New York (Brooklyn)

This document presents evaluations of five Title I/Impact Aid programs supported by Community School District 32 in Brooklyn, New York. The five programs were: (1) Strengthening Early Childhood Component; (2) Bilingual Methodology Reading Component; (3) Mathematics Laboratory Component; (4) Reading Laboratories Component; and (5) Non-Public School Component. Each component program is described in terms of objectives, participants, activities, personnel, and evaluation design and methodology. Evaluative results and recommendations are presented for each component. (MK)

ED 186 483 TM 800 204

*Hipps, Jerome A. Friedman, Sanford I.*

**An Assessment of the Ways Local Grant Programs Perceive, Implement, and Utilize Program Evaluation: Local Project Evaluation Through the Looking Glass or Project Directors in Wonderland.**

Pub Date-Apr 80

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Administrator Attitudes, Community Programs, Consumer Education, Elementary Secondary Education, *Evaluation Needs, Federal Aid, *Federal Regulation, Formative Evaluation, Postsecondary Education, *Problems, *Program Attitudes, *Program Evaluation, Program Implementation, Program Improvement

Directors of 39 projects funded by the federal Consumers' Education Program were interviewed about their attitudes toward federally mandated evaluation. The projects were varied, and included activities such as consumer workshops; development of curriculum, materials or policy; inservice training; consumer advocacy/counseling; and television programming. Funding averaged $57,410. Most directors felt that federal officials were more concerned with audit data (expenditures, number of people served, attainment of objectives), than with program improvement. Only six directors felt that assessment of objectives was the primary purpose of evaluation; most emphasized program improvement and formative evaluation as the perceived purpose. Furthermore, the type of evaluation directors actually implemented reflected that purpose. Directors had a common problem an inability to determine whether participants, be they teachers or citizens, used project information. Administrators also shared a need for reports of similar projects and for sample questionnaires written for people with limited research experience. (CP)

ED 186 527 UD 020 484

*Bensimon, Estela, Ed. And Others*

**First New Jersey Statewide Conference of Hispanics in Higher Education. Report of Proceedings.**

Hispanic Assoc. of Higher Education in New Jersey, Newark.
Pub Date-Dec 78
Note-142p.; Proceedings of a New Jersey Statewide Conference of Hispanics in Higher Education (1st, Princeton, NJ, December 2-3, 1978). Some tables may be marginally legible due to small print.
Available from-Hispanic Association of Higher Education in New Jersey, 87 Halsey Street, Newark, NJ 07102.
Pub Type- Collected Works - Proceedings (021)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-Affirmative Action, Bilingual Education, College Admission, Educational Policy, Equal Education, *Ethnic Discrimination, Faculty Promotion, *Higher Education, *Hispanic Americans, Minority Group Teachers, *Spanish Speaking, Student Financial Aid
Identifiers-*New Jersey

This document contains the proceedings of a conference held in December 1978 to discuss problems confronted by Hispanics in the higher education system of New Jersey. Presented are an opening statement by Chancellor T. Edward Hollander on the status of Hispanics in New Jersey higher education and the keynote address by Hilda Hidalgo focusing on landmark events in the education of Hispanics. Also included are the following papers: (1) An Examination of the Implications of Current Trends and Issues in Policy and Planning for Hispanics in Higher Education,'' by Marcos Leiderman; (2) Affirmative Action,'' by Alberto Montare; (3) Admissions,'' by Diane S. Maldonado and Margaret Rosario Rivera; (4) Issues in Bilingual Higher Education,'' by Rosa Maria Cotayo, Estela Bensimon, Yvonne Rodriguez; (5) Academic Programs,'' by Leopoldo Rivera; (6) Supportive Services,'' by Edward Morales; (7) Political Dynamics in Higher Education,'' by Alfonso A. Roman; and (8) Development of a Statewide Association,'' by Luis Soler-Baez. In addition, workshop reports and resolutions regarding future collective efforts in the areas outlined in the papers are presented in this document. (GC)

ED 186 418 SP 016 049

*Dansker, Judith*

**A Conference on Validation and Dissemination (Daytona Beach, Florida, May 2-4, 1979).**

Southeastern Teacher Corps Network, Atlanta, Ga.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Aug 79
Note-50p.
Pub Type- Collected Works - Proceedings (021)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Accountability, Data Collection, Educational Assessment, Educational Research, *Information Dissemination, Policy Formation, *Program Evaluation, *Program Validation, *Research Methodology
Identifiers-Teacher Corps

This document reports the activities of the Southeastern Teacher Corps Network's May 1979 conference on the validation of programs and the dissemination of information. Concerns of the meeting were: the establishment of procedures for program validation processes, the increased awareness of naturalistic data-gathering techniques for educational research, the increased familiarization of educational practitioners with programmatic evaluation techniques leading to validation and dissemination, and the use of National Teacher Corps Validation and Dissemination Initiatives. The conference sponsors also sought to establish an awareness of ideas for validation processes consistent with the Joint Dissemination and Review Panel and the National Teacher Corps Validation and Dissemination Initiatives, and to review established processes for validation in the Southeastern Teacher Corps Network with the eventual goal of developing new procedures. (LH)

ED 186 441 TM 800 028

*Delaney, Harold D.*

**Individual Differences and Materials Differences Which May Affect Keyword Method Utility.**

Pub Date-Apr 79
Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Aptitude Treatment Interaction, Cognitive Ability, Higher Education, Imagery, Mnemonics, Research Needs, *Second Language Learning, Verbal Ability, *Vocabulary Development
Identifiers-*Keywords, Spatial Ability

Research on the interaction of keyword treatment with materials or student characteristics in learning foreign languages was reviewed. Most of the studies implied that foreign language vocabulary learning was related to verbal, not visual-spatial ability or elaboration, conditions, and that student-generated keywords were more effective than instructor-generated keywords. There were four suggestions for future research: (1) develop an instrument for predicting performance in visual elaboration conditions not involving picture production; (2) use pretests to explore possible aptitude treatment interaction and to reduce within-cell variability; (3) determine if cognitive ability can be modified to improve performance; and (4) determine if keyword instruction benefits or hinders specific foreign languages. (CP)

ED 186 548 UD 020 547

**Title I.E.S.E.A. Umbrella Program and Impact Aid for District 29. Academic Year 1978-1979. Final Evaluation Report.**

Kaye Educational Evaluators, Inc., Bronx, N.Y.
Spons Agency-New York City Board of Education, Brooklyn, N.Y.
Pub Date-Jul 79
Note-80p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Academic Achievement, *Compensatory Education, Elementary Education, English (Second Language), Junior High Schools, *Mathematics Instruction, Parent Participation, *Program Effectiveness, Program Evaluation, *Reading Programs, Remedial Programs
Identifiers-*Elementary Secondary Education Act Title I, Impact Aid, *New York (New York)

Major characteristics of seven Title I and Impact Aid components implemented in New York City School District 29 in 1978-79 are described in this evaluation. The components are: (1) an elementary grade Reading Diagnostic Program; (2) a project to raise reading achievement in the intermediate schools; (3) an Early Childhood Center for students in grades one and two; (4) an Optional Assignment/Tutorial Reading program for seventh, eighth, and ninth graders; (5) the Special Program for Elementary Children, designed to provide remedial mathematics instruction; (6) a parent advisory component; and (7) an English as a Second Language (TESL) program, for students in grades 1-8. For each component, information regarding objectives, target population, staff and staff training, physical facilities and equipment, activities, parent involvement, and lesson observations is provided. Judgements presented about the programs' effectiveness are based on the results of standardized achievement tests, interviews with participating personnel, and direct observation. Data tables indicating student achievement are also included in the report. (Author/GC)

ED 186 568 UD 020 600

*Hiura, Arnold T. Sumida, Stephen H.*

**Asian American Literature of Hawaii: An Annotated Bibliography.**

Japanese American Research Center, Honolulu, Hawaii.
Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79
Grant-G007803316
Note-211p.
Available from-Talk Story, Inc., P.O. Box 146, Aiea, HI 96701.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - General (020)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-Annotated Bibliographies, Anthologies, *Asian Americans, Chinese Americans, Cultural Background, *Drama, *Fiction, Filipino Americans, Japanese Americans, Korean Americans, Literary History, *Literature, *Poetry
Identifiers-Ethnic Heritage Studies Program, *Hawaii

This annotated bibliography focuses on the drama, prose fiction, and poetry of people of Chinese, Japanese, Korean, and Filipino descent in Hawaii. All works cited were written in English, between the 1920s and 1970, with the exception of poems translated into English by their authors. The bibliography begins with an overview of the cultural and literary history of Asian-American literature in Hawaii. Each section of the bibliography is prefaced by an introduction to the literary form and to the types of materials included. A chronological index to each form indicates the decade in which each author worked. The drama section cites 82 plays and includes synopses of settings and plots. One hundred and ninety-nine novels, short stories, and anthologies are annotated in the fiction section. Plots or descriptions of anthology contents are abstracted. The poetry section cites 463 poems or anthologies. In some cases the subject of the poem is briefly described, and alternate sources are noted where appropriate. A subject index is appended. (MK)

ED 186 463 TM 800 165

*Havlicek, Larry L. Huppee, Barbara A.*

**The Impact of the Title IV-C, ESEA Innovative-Exemplary Program on Education in Kansas. Results from On-Site Visits. Results from Mailed Questionnaires.**

Kansas Univ., Lawrence. School of Education.
Spons Agency-Kansas State Dept. of Education, Topeka.
Pub Date-Jul 79
Note-86p.
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Adolescents, Basic Skills, Career Education, Computer Oriented Programs, *Demonstration Programs, *Dropout Prevention, Educational Innovation, Education Service Centers, Elementary Secondary Education, *Federal Programs, Language Arts, Mothers, *Program Effectiveness, Program Implementation, Questionnaires, School Visitation, Severe Disabilities, Slow Learners, *State Surveys, Teaching Methods
Identifiers-*Elementary Secondary Education Act Title IV, Kansas, Piagetian Theory

Results are reported from 12 on-site visits and from mailed questionnaire returns regarding the continuing effects of the Elementary Secondary Education Act (ESEA) Title IV-C, Innovative Exemplary Program, on education in Kansas. At each district visited, information was obtained, and verified when possible, regarding the changes resulting from the project, the success of the project, the extent of dissemination efforts, the continued use of the project, the funding source, the reasons for its continuation, and the district's awareness of other Title IV-C projects. The projects visited were: Teenage Parents School (TAPS), Arkansas City; Personal and Career Exploration (PACE), Atchison; Piaget in the Classroom (PIC), Buhler; Goal: Language Arts Development (GLAD), Cherokee; Northwest Kansas Educational Cooperative (NKEC), Colby; Project Master, Garden City; Second Time Around for Youth (STAY), Leavenworth; Sequential Planning of Instruction for Career Education (SPICE), Ottawa; Sharing Concern and Opportunities for Relevant Education (SCORE), Russell; Education for the Severely Emotionally Disturbed and Autistic Child (ESED) and Project Product, Shawnee Mission; and Center for Innovative Teaching Experiences (CITE), Wichita. Four hundred of the 1,500 schools in Kansas replied to the questionnaire about their use of these 12 projects. (CTM)

ED 186 484 TM 800 205

Department of Defense Dependents Schools Basic Skills Assessment Test Results: Technical Report Dependents Schools (DOD), Washington, D.C.; Los Angeles County Testing Center, Calif.

Pub Date-79
Contract-MDS-903-79-C-0020
Note-120p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Achievement Tests, *Basic Skills, *Criterion Referenced Tests, *Educational Objectives, Federal Programs, Item Banks, Language Arts, Latent Trait Theory, Quantitative Tests, Reading Tests, Secondary Education, Testing Programs, Test Norms, *Test Results
Identifiers-Department of Defense, *Overseas Dependents School System, Rasch Model

This document describes the principles of the basic testing program of the Department of Defense Dependents Schools (DoDDS) and reports results in detail for the year 1978-79. Included are (1) the procedures used in developing the tests, (2) the statistical characteristics of the tests, (3) the methods employed in analyzing the findings, and (4) the curricular implications and recommendations based on these analyses. These documents were prepared for educators in the DoDDS system to serve as a basis for school level curricular review and development. Achievement test results are reported in detail in terms of educational objectives and subskills. A review of this document and its findings should assist in developing new instructional strategies to strengthen achievement within the basic skills in reading, language, and mathematics. (Author/CTM)

ED 186 506 UD 020 242

*Fox, Roger Haines, Deborah*
**Where Blacks Live: Race and Residence in Chicago in the 1970s.**
Chicago Urban League, Ill. Dept. of Research.
Pub Date-78
Note-36p.; Map will not reproduce clearly.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Black Population Trends, *Blacks, Housing Discrimination, *Neighborhood Integration, Racial Composition, *Racial Distribution, *Racial Segregation, *Residential Patterns, Trend Analysis, Urban Areas, Urban Population, Urban Problems, Urban to Suburban Migration
Identifiers-Chicago Urban League, *Illinois (Chicago)

This report attempts to answer the question where do blacks currently live in Chicago?'' and to clarify some of the housing related needs and desires of the black community and some of the patterns and forces which shape residential choice. The maps included in the report, developed using a windshield survey,'' demonstrate that long, established trends of racial segregation and isolation have continued in Chicago. Although patterns of segregation seemed to be less rigid in 1977 than in 1970, racial prejudice remains the dominant force in determining where black Chicagoans will live. Other survey findings are reported under the following headings: (1) general patterns of expansion, (2) resegregation, (3) racial mixing, (4) areas of non-expansion, (5) population trends and rates of expansion, (6) housing demand and racial transition, (7) income levels and racial transition, (8) the current black homeownership market, and (9) the return of the middle class. It seems probable that established trends will continue into the 1980s although they may be altered by further racial mixing and an increase in the suburbanization of middle income blacks. (MK)

ED 186 419 SP 016 051

*Galambos, Eva C.*

**The Changing Labor Market for Teachers in the South.**

Southern Regional Education Board, Atlanta, Ga.
Pub Date-80
Note-31p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Beginning Teachers, Degrees (Academic), Education Majors, *Labor Market, *Student Teacher Ratio, Teacher Certification, Teacher Education, *Teacher Employment, *Teacher Supply and Demand, *Trend Analysis
Identifiers-*United States (South)

Section one of this report deals with the supply of teachers in the southern part of the United States and offers projections for the number of beginning teachers in the region in 1985. The demand for teachers from present to 1995 in the region is analyzed in section two. Consideration is given to the number of teachers now employed, pupil-teacher ratios, changing school-age population, and turnover rates of teachers. The third section combines the projected ranges of supply and demand, and highlights the factors that account for ranges in the projections rather than for definitive numbers. The final section discusses trends in enrollment of advanced degree candidates in teacher education. (JD)

ED 186 442 TM 800 030

**Industrial Arts Test Development, Book III. Resource Items for Graphics Technology, Power Technology, Production Technology.**

New York State Education Dept., Albany.
Pub Date-79
Note-212p.; For related documents, see ED 109 457, ED 114 424, and TM 800 302.
Pub Type- Tests/Questionnaires (160)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-Engineering Graphics, *Industrial Arts, *Item Banks, Multiple Choice Tests, Power Technology, Production Technicians, Secondary Education, *Technology, Test Construction, *Test Items

This booklet is designed to assist teachers in developing examinations for classroom use. It is a collection of 955 objective test questions, mostly multiple choice, for industrial arts students in the three areas of graphics technology, power technology, and production technology. Scoring keys are provided. There are no copyright restrictions, and the questions and accompanying figures are printed black on white to facilitate reproduction. It is recommended that items selected be related to actual course outlines. This collection of items is the third in a series of item collections for industrial arts subjects. (CTM)

ED 186 528 UD 020 485

*Reynolds, Betty*

**Differences Between Men and Women in Their Aspirations for Careers in Educational Administration.**

Pub Date-7 Jan 80
Note-32p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Academic Aspiration, Blacks, *Educational Administration, Females, Males, *Occupational Aspiration, *Racial Differences, *Self Concept, *Sex Differences, Sex Stereotypes, Whites

This study looked at three areas of women's aspirations for careers in educational administration: the relative distribution of aspiration levels; the relationships to achievement orientation; and the relationship of self-role congruence to educational administration. Significant inequalities were found in the distribution of subjects based on sex, aspiration level, race, present position, educational plans, and expected career levels. There were more black women and white men with high career aspiration levels; fewer women at the level of principal or above; more plans for the doctorate among high career aspirants regardless of sex; and more women than men with low career expectations. Women in general had higher achievement orientation scores than did men; and women with high career aspirations scored higher than men with either high or low aspiration levels. Black men showed greater congruence toward administrative roles than did white men or black or white women. (Author/RLV)

ED 186 549 UD 020 548

*Langlois, Margaret*

**ESEA Title I and Impact Aid. Final Evaluation Report, 1978-79.**

Community School District 28, Queens, N.Y.

Pub Date-28 Sep 79

Note-43p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Academic Achievement, *Achievement Gains, Compensatory Education, Educationally Disadvantaged, Elementary Secondary Education, Program Descriptions, *Program Effectiveness, Program Evaluation, *Remedial Mathematics, *Remedial Programs, *Remedial Reading

Identifiers-*Elementary Secondary Education Act Title I, *Impact Aid, New York (Queens)

Through the Title I/Impact Aid programs, special reading and math services were provided for 2,385 students in grades one through nine. Three levels of the Metropolitan Achievement Tests were used as objective pre and post test measures. Pupil activities in reading varied according to diagnosed needs, grade level, and demonstrated task mastery. Cognitive tasks engaged in included perceptual training, auditory discrimination, vocabulary development, word analysis, reading comprehension, study and test taking skills, and leisure reading. Reading program evaluation indicated that third through ninth graders achieved 6-12 month gains in reading achievement grade equivalent scores. First and second grade students demonstrated a mean gain of six months. The Diagnostic Prescriptive Arithmetic program was utilized in math labs in conjunction with the Individualized Math System, teacher made materials, and instructional games. Evaluation of the math component showed mean grade equivalent gains of six months to one year. Data tables are included. (MK)

ED 186 569 UD 020 601

**Religious Observance by Muslim Employees: A Framework for Discussion.**

Commission for Racial Equality, London (England).
Pub Date-Mar 80
Note-16p.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Beliefs, *Change Strategies, *Employer Employee Relationship, *Employment Practices, Employment Problems, Foreign Countries, *Islamic Culture, Minority Groups, *Religious Conflict, Religious Cultural Groups, *Religious Discrimination, *Religious Factors, Work Environment
Identifiers-Great Britain, *Muslims

This paper discusses the relationship between the religious practices of Muslim employees and the requirements of the workplace. It is designed to provide information on the norms of Islam and the difficulties involved in its workplace practice, and to propose suggestions for resolving these difficulties that can form the basis for discussion and implementation in particular cases. The religious requirements of Islam as well as the timing of religious practice are discussed. The authors propose that the main causes of difficulty for Muslim employees appear to be the following: (1) employers' and employees' misunderstandings of the content of Islam, (2) employers' fears that production will be jeopardized by allowing a part of the workforce to take time off to follow religious practices, (3) the absence of joint discussion and agreement on company policies regarding the performance of religious duties, (4) fears of Muslim employees that their rights are not adequately respected, and (5) fears of non-Muslim employees that catering to the religious needs of Muslims results in favoritism. The authors suggest that employers provide facilities which would allow Muslim employees to fulfill religious requirements with as little interference with work as possible. It is also suggested that employers reach agreements to provide time off for compulsory prayer during Id Al Adha. (MK)

ED 186 485 TM 800 206

*Backer, Thomas E.*

**Client Assessment: A Manual for Employment and Training Agencies. Volume 1: Introduction to Assessment Program Development.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency-Department of Labor, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Report NO.-ERIC-TM-69
Pub Date-Sep 79
Contract-DL-20-06-78-44
Note-61p.; For related document, see TM 088 207.
Available from-ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 (Vol. 1 $4.50, Vols. 1 and 2 $7.00)
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Adults, Employment Counselors, *Employment Programs, Employment Services, Evaluation Needs, Job Training, *Occupational Tests, Program Descriptions, *Program Development, Program Evaluation, *Program Implementation, *Testing Programs
Identifiers-*Comprehensive Employment and Training Act

To comply with the Comprehensive Employment and Training Act (CETA) and with explicit federal guidelines for equal employment opportunity, local employment and training agencies funded by CETA need to develop client assessment programs. This volume and its companion are designed for this purpose. Five original program descriptions, and findings from large-scale surveys by Mark Battle Associates and A.L. Nellum and Associates are discussed to identify current practices, problems, and possible solutions. Both surveys indicated that the General Aptitude Test Battery was the most widely used instrument. A major problem is the lack of validated instruments for the typically disadvantaged client; the GATB is no exception. To anticipate problems or evaluate existing programs, a conceptual model of assessment and checklist for planning in-house or subcontracted programs are presented. (The appendix describes relevant reference works and information systems). (CP)

ED 186 507 UD 020 253

# Project ASSIST: Action Strategies for Implementing Social Transition.

Urban League of Greater New Orleans, La.
Pub Date-Sep 78
Note-155p.; Not available in paper copy due to reproduction quality of original document.
Pub Type- Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Blacks, Crime, Housing, *Low Income Groups, Poverty, *Quality of Life, Surveys
Identifiers-*Louisiana (New Orleans)

Project ASSIST (Action Strategies for Implementing Social Transition) is an attempt to assess the needs, concerns, problems, strengths, and preferences of low income area residents within the city of New Orleans by developing primary based data. This report presents the findings of two major surveys, in which 1,306 households in eight low income neighborhoods were sampled. The areas of concern expressed by community residents include the high cost of living, the high crime rate, and housing needs. Other areas discussed include employment, education, health services, city services, small business opportunities, quality of the media, and the role of government and politics. (Author/RLV)

ED 186 420 SP 016 052

*Porter, James S.*

**How to Develop a Successful In-Service Course for Credit.**

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date-79

Note-9p.

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Credit Courses, *Inservice Teacher Education, *Program Development, *Program Evaluation, *Program Implementation

Suggestions are made for developing a successful inservice course for credit. Advice is given for program coordinators, inservice councils, and instructors. Suggestions are also made for followup to ascertain if the competencies acquired during the course are being put to use in the classroom. (JD)

ED 186 443 TM 800 060

*Zane, Thomas Hursh, Daniel*

**Verification of Reliability and Validity of a Behavior Rating Scale.**

Pub Date- Sep 79
Note-21p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Behavior Rating Scales, *Check Lists, *Parent Child Relationship, *Test Reliability, Test Validity

A procedure was devised to assess the degree of reliability and validity of a behavior rating scale checklist used to evaluate parents' training skills with handicapped infants. Reliability was tested by independent observers viewing videotapes of training sessions and filling out checklist ratings of the parents' behaviors. Validity was assessed by observers viewing videotapes of training sessions, recording each training behavior exhibited by the parent as correct or incorrect, and/then comparing these results to results of checklists ratings for the same training session. The degree of reliability was consistently high for one of two observer pairs, and the degree of validity was high for both pairs, in that the results obtained by the checklist corresponded with the results obtained by the detailed frequency counts. The results indicated that the checklist seemed to be easy to use as well as being an accurate assessment device. (Author/CTM)

ED 186 464 TM 800 167

*Lintz, Larry M. And Others*

**Integrated System Test of the Advanced Instructional System (AIS). Final Report.**

McDonnell Douglas Astronautics Co. - East, St. Louis, Mo.

Spons Agency-Air Force Human Resources Lab., Lowry AFB, Colo.

Report NO.-AFHRL-TR-79-40

Pub Date-Dec 79

Contract-F33615-73-C-4004

Note-108p.; Not available in paper copy due to marginal legibility.

Pub Type- Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Adults, *Computer Assisted Instruction, Computer Assisted Testing, Computer Managed Instruction, Cost Effectiveness, Educational Technology, *Efficiency, Individualized Instruction, Military Personnel, Military Schools, Military Training, Pacing, Programed Instruction, *Reliability, Student Attitudes, Technical Education, *Time Factors (Learning)

Identifiers-Advanced Instructional System (Air Force)

The integrated system test for the Advanced Instructional System (AIS) was designed to provide quantitative information regarding training time reductions resulting from certain computer managed instruction features. The reliabilities of these features and of support systems were also investigated. Basic computer managed instruction reduced training time from that required for conventional instruction by 24 to 35 percent. Student progress management and individualized instructional assignment provided further time savings. Reliability and maintainability data collected during the integrated system test indicated that the support functions, the media devices and courseware, and the computer hardware and software met or exceeded requirements. The lessons learned during course development were extrapolated to provide estimates of courseware development times that should be realizable in converting conventional group instruction to computer based instruction. (Author/CTM)

ED 186 529 UD 020 487

**Guidelines for Providing Integrated Education Within School Districts.**
Michigan State Dept. of Education, Lansing.
Pub Date-Jun 77
Note-24p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Elementary Secondary Education, Equal Education, Federal Courts, *Guidelines, *Racial Composition, *School Desegregation, *School Role, State Action, *State Boards of Education
Identifiers-*Michigan State Board of Education

The Michigan State Board of Education does not believe that Federal court intervention is necessarily the best avenue for achieving integration. It therefore recommends additional State actions to avoid further Federal court involvement in racially isolated school districts. The Board has proposed suggested guidelines for use by local school officials in determining whether any schools in their districts are racially isolated. Four sections are included in the guidelines; (1) racial composition in Michigan public schools; (2) principles of integrated education; (3) criteria for determining the existence of racial isolation within a school district; and (4) procedures for integration. (Author/RLV)

ED 186 508 UD 020 286

*Thompson, Adell*

**Accountability, Research, Staff Training: The Role of the Urban University.**

Note-12p.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Accountability, *Curriculum Development, Educational Improvement, *Educational Research, Elementary Secondary Education, Higher Education, Inservice Teacher Education, Preservice Teacher Education, School Community Relationship, *Staff Development, Teacher Improvement, *Urban Schools, *Urban Universities

Despite special programs, new technology, curriculum revisions, and compensatory education programs, there has been little improvement in the quality and results of urban education. Better accounatability, research, and staff training, all areas in which the urban university can influence public education, are central to the resolution of urban educational problems. While economic and political factors have increased demands for accountability, the ultimate goal should be to improve student learning and development. An effective accountability program should include: (1) joint participation of teachers, administrators, university personnel, parents, students, and community organizations; (2) consideration of all factors that influence learning, and concern with cognitive, affective, and psychomotor outcomes; (3) systematic measurement of objectives; (4) built-in mechanisms for experimentation and improvement of instruction; and (5) self criticism and an adequate reporting system. Educational research, another vehicle for the improvement of urban education, should be treated as the accumulation of experimental results. Researchers and curriculum planners must communicate regarding the results of current research and development activities. Urban universities can also contribute to improved urban education through staff development, including preservice and inservice teacher training, adequate supervision of trainees by people with urban school experience, and the integration of relevant psychological and cultural materials into courses taken by future teachers. (Author/GC)

ED 186 530 UD 020 492

*Duncan, Ronald J., Ed.*

**The Anthropology of the People of Puerto Rico. Studies of Puerto Rican Society and Culture, No. 1.**

Inter America Univ. of Puerto Rico, San German. Caribbean Inst. and Study Center for Latin America.

Pub Date-79

Note-80p.; Not available in paper copy due to institution's restriction.

Available from-Inter American University Press, Inter American University of Puerto Rico, G.P.O. Box 3255, San Juan, Puerto Rico ($3.00)

Language-English; Spanish

Pub Type- Collected Works - General (020) - Information Analyses (070)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Anthropology, Colonialism, *Cultural Traits, *Puerto Rican Culture, Social Change, *Social Science Research, *Social Structure

Identifiers-Marxism, Materialism, *Puerto Rico, *Steward (Julian)

This monograph contains seven papers presented at a 1977 symposium held to reevaluate the 1947 research work, The People of Puerto Rico.'' (1) Sidney Mintz discusses the role of Puerto Rico in modern social science. (2) Eric Wolf, one of the authors of the 1947 work, comments retrospectively on some of the conceptual and methodological strengths and shortcomings of the original research. (3) William Roseberry analyzes The People of Puerto Rico'' in the context of the recent convergence of Marxism and anthropology. (4) Rafael L. Ramirez, in Treinta anos de antropologia en Puerto Rico'' (in Spanish), considers anthropology's position within the general development of social sciences since the 1940s, pointing out the discipline's influence in the island's politics. (5) Rene Velazquez examines Julian Steward's perspective on Puerto Rico and criticizes Steward's emphasis on the importance of material aspects of culture. (6) Ronald J. Duncan discusses the culturing system'' concept and asserts that cultural typologizing sacrifices ethnographic accuracy for theoretical tightness. (7) In El pueblo de Puerto Rico: Donde esta el Pueblo?'' Eduardo Seda, one of the 1947 project's researchers, discusses social science research in Puerto Rico in relation to colonialism and imperialism. (GC)

ED 186 550 UD 020 549

*Chapline, Elaine*

**An Evaluation of Environmental Education/Communication Skill Program. Summer 1979. Final Report.**

Community School District 27, Queens, N.Y.

Pub Date-Sep 79

Note-17p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Compensatory Education, Content Area Reading, *Environmental Education, Junior High Schools, Program Descriptions, Program Evaluation, Reading Achievement, Reading Comprehension, *Reading Improvement, *Remedial Programs, Remedial Reading, *Summer Programs, *Writing (Composition), Writing Skills

Identifiers-Elementary Secondary Education Act Title I, New York (Queens)

The Environmental Education/Communication Skills program was designed to improve junior high school students' reading and writing skills. The key idea of the program was to motivate reading and writing improvement through environmental topic learning. Content focus areas were: orienteering, plant life, animal life, environmental problems, and future planning. A problem-solving approach and scientific method of investigation were stressed. Program evaluation focused on program operation and program effect. The program appeared to be fully implemented. The strengths of the program were seen as content base and focus for language arts activities, positive staff attitudes, staff preparation, basic organization of rotating groups in topic areas, availability and quality of materials and equipment, and supervision and coordination. Students' achievement in reading comprehension was evaluated pre and post by the Literal and Inferential comprehension subtests of the Stanford Diagnostic Reading Test. Fifty-eight percent of participating students reached or exceed the criterion in literal comprehension, 54% percent reached or exceeded the criterion in inferential comprehension. Ninety percent had acceptable scores on Writing Sample Characteristics Tests. Student and staff attitudes were evaluated using a questionnaire format. The staff felt the program was meeting its goals and should be maintained. Student responses were very positive. (MK)

ED 186 570 UD 020 604

**Five Views of Multi-Racial Britain; Talks on Race Relations Broadcast by BBC TV. Second Edition.**

Commission for Racial Equality, London (England).
Pub Date-Nov 78
Note-78p.
Available from-Commission for Racial Equality, Elliot House, 10-12 Allington Street, London SWIE5EH, England (1 pound).
Pub Type- Collected Works - General (020) - Opinion Papers (120) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Change Strategies, Foreign Countries, Futures (of Society), *Minority Groups, *Public Policy, *Racial Discrimination, *Racial Relations, Social Change
Identifiers-*Great Britain

This booklet presents reprints of television broadcasts by five authorities on race relations in Great Britain. Included are: (1) Race and the Inner City,'' by Professor John Rex; (2) Racism and Reaction,'' by Dr. Stuart Hall; (3) Asians in Britain: Problem or Opportunity?'' by Dr. Bhikhu Parekh; (4) Schools and Race,'' by Professor Alan Little; and (5) Third World Perspective,'' by Bishop Trevor Huddleston. Common to the analyses of all authors is the indication of a need for further changes in public policy - at the parliamentary and local authority levels - together with changes in priorities and training needs at workplaces, in schools, in public community services, and in the media. (MK)

ED 186 421 SP 016 056

*Gollnick, Donna M. And Others*

**Multicultural Teacher Education: Case Studies of Thirteen Programs. Volume II.**

American Association of Colleges for Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-NIE-R-78-0015
Note-201p.; For related documents see SP 015 085, and SP 016 057-058.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-American Indians, *Bilingual Education, *Cultural Pluralism, Elementary Secondary Education, English (Second Language), Field Experience Programs, *Multicultural Education, Second Language Instruction, *Teacher Education, Urban Schools

This document is a collection of case studies based on data gathered from site visits to thirteen institutions that varied in size, geographic region, and ethnic and racial composition. The collection presents alternative strategies for implementing multicultural teacher education programs. Information regarding the application of multicultural educational strategies to secondary and elementary teacher education programs, graduate education programs, language instruction programs, American Indian and bilingual education programs is presented. (Authors/LH)

*Goldberg, Jill Hulin, Charles L.*

**An Empirical Study of the Use of Item-Item Curves to Detect Item Bias: Preliminary Report.**

Pub Date-21 Sep 79
Note-41p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Adults, *Item Analysis, Latent Trait Theory, Part Time Employment, Questionnaires, Sex Differences, *Test Bias
Identifiers-*Item Item Curves, Job Descriptive Index

A Job Descriptive Index was studied for possible bias by examining item-item curves for various pairs of items computed for contrasting samples. The two pairs of contrasting samples were 669 part-time workers versus 920 full-time workers and 486 male workers versus 1,146 female workers in a large merchandising company. Item-item curves were computed by obtaining the scores for all the workers on the 18-item, 3-choice scale; then stratifying each sample on the basis of total score into groups of about 50 each; finding the percent of yes responses in each group for each item; and finally plotting percents of yes responses on various pairs of items for the two contrasting samples on the same pair of item axes. In general, the items had closely similar curves for the contrasting samples except for one item that was chosen much more frequently by part-time workers than by full-time workers. (CTM)

ED 186 465 TM 800 168

*Blumberg, Phyllis*

**Issues Concerning the Evaluation of Medical Students' Abilities to Formulate Problem Lists.**

Pub Date-Apr 80

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Clinical Diagnosis, Comparative Testing, Cues, Higher Education, Medical Students, Multiple Choice Tests, *Problem Solving, *Recall (Psychology), *Recognition (Psychology), *Test Format

To help determine the role that test instrument formats play in evaluation, two parallel examinations were given to 227 second-year medical students. The tests were based on information presented in a medical case history. One required students to generate their own problem lists (the generate group); the other required the students to select problem lists from a list of alternatives (the select group). All the students had difficulty formulating problem lists as indicated by average overall scores of 42% and 57% correct for the generate and the select groups, respectively. Significant quantitative and qualitative differences were noted between the two groups in that the select group usually picked properly integrated problems while the generate group constructed partially correct answers composed of unintegrated cues. As predicted, the select group scored significantly higher than the group generating their own lists. (The relative utility of generate or select response formats for diagnostic and certifying examinations is discussed). (Author/GDC)

ED 186 486 TM 800 207

*Backer, Thomas E.*

**Client Assessment: A Manual for Employment and Training Agencies. Volume 2: Assessment Techniques.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency-Department of Labor, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Report NO.-ERIC-TM-69
Pub Date-Sep 79
Contract-DL-20-06-78-44
Note-54p.; For related document, see TM 088 206.

Available from-ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 (Vol. 2 $4.50, Vols. 1 and 2 $7.00)
Pub Type- Guides - Non-Classroom (055) - Reports - Evaluative (142)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Adults, Aptitude Tests, Attitude Measures, *Culture Fair Tests, *Disadvantaged, Employment Programs, Interest Inventories, Job Training, *Occupational Tests, Personality Measures, *Testing Problems, Test Reviews, *Work Sample Tests
Identifiers-*Comprehensive Employment and Training Act

Several standard measures of aptitude, interest, attitude, and personality are briefly described, including the General Aptitude Test Battery, the Clerical Skills Tests, other tests sponsored by the United States Employment Service; and the Strong Campbell Interest Inventory. This volume also reviews special assessment techniques for the severely disadvantaged including 19 paper and pencil measures, 13 work sample systems, and two pretesting orientation exercises. Each review outlines format purpose, development, intended audience, norms, validity, reliability, application to an employment and training setting, and availability. Some tests, like the Nonreading Aptitude Test Battery and the Basic Occupational Literacy Test, have been extensively normed and validated with disadvantaged populations; others have not involved this group at all. (The appendix describes relevant reference works and information services.) (CP)

ED 186 422 SP 016 057

*Lee, Marianne, Comp.*

**Multicultural Teacher Education: An Annotated Bibliography of Selected Resources. Volume III.**

American Association of Colleges for Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-NIE-R-78-0015
Note-128p.; For related documents see SP 015 056-058, and SP 015 085.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-*Bilingual Education, *Cultural Pluralism, *Educational Resources, *Equal Education, *Multicultural Education, *Teacher Education

This compilation of resources and reference materials for use in inservice, preservice, and graduate classes in teacher education includes materials drawn from bibliographies, concept references, directories, evaluation guidelines, reports and studies, historical references, literature and art references, models, manuals, textbooks, activity descriptions, and research studies. Material is also drawn from journals, newsletters, funding resources, and special articles and issues dealing with multicultural education as it applies to teacher education. A list of organization resources is included in the volume. (Authors/LH)

ED 186 571 UD 020 607

*Payne, Charles, Comp. Carter, Ted, Comp.*

**A Bibliography of Academic Games for a Multi-Cultural Society.**

Pub Date- 77

Note-7p.

Pub Type- Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Educational Games, Elementary Education, Health Education, Home Economics, Junior High Schools, Language Arts, Mathematics, *Multicultural Education, Music Education, *Periodicals, Physical Education, Reading Games, Sciences, Social Studies, Speech

Eighty-six journal references cite games to promote multicultural education in elementary and junior high schools. The games are divided into the following curriculum areas: (1) social studies, (2) reading, (3) math, (4) language arts, (5) speech, (6) science, (7) health and safety, (8) home economics, (9) physical education, (10) music, and (11) miscellaneous. (MK)

ED 186 445 TM 800 083

*Hedl, John J., Jr.*

**Factor Analytic Study of the State-Trait Anxiety Inventory for Children.**

Pub Date-Feb 79
Note-21p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, February 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Age Differences, *Anxiety, Black Students, Disadvantaged Youth, Elementary Education, Factor Analysis, *Factor Structure, Response Style (Tests), Sex Differences, *Stress Variables
Identifiers-*State Trait Anxiety Inventory (Spielberger)

Kindergarten, first, second, third and fourth grade disadvantaged Black children were given the A-State and A-Trait scales of Spielberger's State-Trait Anxiety Inventory for Children (STAIC). For the grades K-2 samples, the STAIC A-State scale was administered under two stress conditions: mathematics and communication achievement tests. The A-State scale was administered under one non-stress condition to the grades 3-4 sample. Factor analyses of the data identified three factors: trait anxiety, and two separate state anxiety factors corresponding to the reversed and non-reversed scale items. Similar factor patterns were observed for both males and females at all grade levels. These results were interpreted as providing supporting evidence for the state-trait distinction in anxiety research. (Author/BH)

**Organizing Students for School Desegregation; A Report on a Project of the Encampment for Citizenship, Inc. to Create Integrated Teams of High School Students Who Will Act to Improve Intergroup Understanding and Interaction.**

Encampment for Citizens, Inc., New York, N.Y.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Note-44p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Ethnic Bias, High Schools, *Human Relations Programs, Program Descriptions, *Racial Bias, *School Community Relationship, *School Desegregation, *Student Leadership, *Student Participation, Student Role
Identifiers-Emergency School Aid Act 1972, *New York (New York)

This manual describes a project funded through the Emergency School Aid Act (ESAA) and conducted by the Encampment for Citizenship, an organization designed to help young people from different racial, ethnic, social, geographic, and economic backgrounds to understand each other and explore their citizenship responsibilities. The ESAA human relations program was undertaken in nine New York City high schools undergoing desegregation and utilized methods employed in the Encampment's international programs to train high school leaders to have a positive impact on school desegregation. In each of the participating Brooklyn, Queens, and Bronx high schools, six to eight student leaders were recruited and trained to design and carry out activities that would reduce racial conflict in their school. In this manual, problems in the schools' surrounding communities are detailed and student leader and program staff training procedures are outlined. Community outreach activities as well as activities carried out in the schools under the human relations project are described. Program evaluation procedures are also outlined. The success of the program is hailed in terms of its impact in visibly reducing racial/ethnic prejudice. (GC)

ED 186 531 UD 020 494

*Larson, Meredith A. And Others*

**Finding the Common Denominator: The Capacity of State Agencies to Assist the HEW Office for Civil Rights.**

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report NO.-SRI-RP-4537-27
Pub Date-Sep 79
Contract-300-76-0025
Note-170p.
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-*Agency Cooperation, Civil Liberties, *Civil Rights, *Federal State Relationship, *Law Enforcement, Public Health, Social Services, *State Agencies, State Departments of Education, State Surveys
Identifiers-*Office for Civil Rights

This two part study was designed to determine whether working relationships can be expanded between the Office for Civil Rights (OCR) and various State agencies with similar missions. First, a survey of State laws and enforcement mechanisms identifies those States with current laws or policies similar to those that OCR administers. Results indicate that all but 11 States have specific or probable authority over such areas. The second part of the study explores the resources and capabilities of eight States in the area of civil rights. The scope and activities of each State's human rights commission, education agency, public health department and other human service agencies are described. The following conclusions are drawn: (1) agencies' willingness and capacity to work with OCR varies greatly; (2) many State human rights organizations are sophisticated and efficient; (3) several State education agencies operate strong civil rights programs that could be used to expand OCR's compliance review and monitoring functions; (4) State health departments are generally willing to undertake civil rights compliance or complaint handling activities; and (5) while civil rights programs exist in some other agencies, these are uncommon. A general conclusion is that though relationships with some State agencies could be expanded, attempts to impose uniform procedures are unlikely to succeed. (Author/GC)

ED 186 551 UD 020 550

**An Evaluation of the ESEA Title I and Impact Aid Programs, Community School District 27, New York City Board of Education 1978-1979. Final Evaluation Report.**

Community School District 27, Queens, N.Y.
Pub Date-Jul 79
Note-117p.
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Academic Achievement, *Bilingual Education, *Compensatory Education, Diagnostic Teaching, Educationally Disadvantaged, Elementary Education, Federal Programs, Individualized Instruction, Junior High Schools, *Mathematics Instruction, Paraprofessional School Personnel, Program Effectiveness, Program Evaluation, *Reading Programs, *Remedial Programs, Speech Communication
Identifiers-*Elementary Secondary Education Act Title I, Impact Aid

Results of the evaluation of Title I and Impact Aid programs conducted in District 27, Queens, New York, are presented in this report. Program components described include: (1) reading resource centers organized in 14 Title I elementary schools and 4 junior high and intermediate schools as well as the Impact Guidance Program operated in conjunction with the reading resource centers; (2) mathematics resource laboratories servicing elementary and junior high school Title I students and industrial arts mobile units offering similar services; (3) bilingual resource centers located in four elementary schools; (4) an oral communication laboratory program for students in grades 4-6 deficient in both oral language and reading skills; and (5) an optional assignment reading program for students attending other than their officially designated schools. All programs described made extensive use of individualized instruction based on a diagnostic/prescriptive method. Also discussed in this report are the evaluation procedure, which called for considerable parent involvement, and statistical analysis and data reporting procedures. (GC)

ED 186 466 TM 800 169

*Havlicek, Larry And Others*

**Kansas Learner Needs Assessment Study. Grades Six and Twelve. Final Report, 1972-1978.**

Kansas Univ., Lawrence. School of Education.
Spons Agency-Kansas State Dept. of Education, Topeka.
Pub Date-Dec 78
Note-322p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC13 Plus Postage.**
Descriptors-*Academic Achievement, Achievement Tests, Basic Skills, *Educational Assessment, Elementary Secondary Education, Grade 6, Grade 12, Longitudinal Studies, *Needs Assessment, Practical Arts, Science Education, *Scores, Social Sciences, State Programs, *State Surveys, Student Needs, *Testing Programs
Identifiers-*Kansas, Kansas Learner Needs Assessment Study

Over 6,000 sixth- and twelfth-grade students from 33 school districts in Kansas were tested in 13 areas of academic and non-academic skills: arts and humanities; communication; mathematics; career preparation; consumer preparation; environmental education; health; nutrition; preparation for a changing society; safety; self concept; science; and values and citizenship. The testing program, mandated by the state of Kansas and the Elementary and Secondary Education Act Title III, was conducted between 1974 and 1978. The study was intended to describe the performance of Kansas' students, compare it to national norms, and indicate areas of strength or weakness which may be useful in educational planning. (For each of the areas tested, a description of the tests used, a summary of test results for different objectives, and a comparison of national and Kansas scores are presented. The final chapter summarizes the entire report). (GDC)

ED 186 487 TM 800 208

*Powers, Stephen Gallas, Edwin J.*

**A Comparison of Cognitive Gains of Seventh, Eighth, and Ninth Grade Students across Two Years of Title I.**

Pub Date-Apr 80
Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Achievement Gains, Educational Testing, Junior High Schools, Longitudinal Studies, *Reading Achievement, *Reading Tests, Statistical Analysis, Test Norms
Identifiers-Comprehensive Tests of Basic Skills, Elementary Secondary Education Act Title I, *Out of Level Testing

Test scores for fall and spring administrations for two consecutive years for Elementary and Secondary Education Act (ESEA) Title I students in the Tucson Unified School District are presented and compared. The students were given out-of-level tests: the 138 seventh-grade students and 106 eighth-grade students were given Level 2 of the Comprehensive Tests of Basic Skills (recommended for grades 4.5-6.9) and the 65 ninth-grade students were given Level 3 (recommended for grades 6.5-8.9). Each group took the same test on all four occasions. Data are presented for the total reading score, listing the mean for each group on each occasion in terms of expanded standard scores, normal curve equivalents, and grade equivalents. The appendix also lists means and standard deviations in expanded standard scores for two subscores and the total reading score. The statistical significance of the score changes are presented in terms of Student's t-test. The author discusses the implications of the results with reference to ESEA Title I evaluations. (CTM)

ED 186 572 UD 020 609

*Smith, Donald H.*

**Admissions and Retention Problems of Black Students at Seven Predominantly White Universities.**

Spons Agency-National Advisory Committee on Black Higher Education and Black Colleges and Universities (DHEW), Washington, D.C.
Pub Date- 79
Note-42p.; Not available in paper copy due to reproduction quality of original document.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Academic Failure, Academic Persistence, *Access to Education, *Administrative Change, Administrative Policy, *Black Students, College Administration, *College Admission, College Faculty, *Dropout Prevention, Higher Education, *School Holding Power, Student Attrition

Interviews and questionnaires were administered to black students and black and white faculty and administrators at seven universities to identify the principal problems related to the retention of black undergraduate students in higher educational institutions and to propose program alternatives and strategies for their retention and graduation from college. Poor academic preparation in secondary schools appears to be the main barrier to access to higher education at the universities studied. Once admitted, students tend to attribute academic failure to cultural/racial adjustment, financial problems, loneliness and alienation, hostility from white faculty and students, lack of counseling help, scarcity of black faculty models, and poor communication with black faculty. Recommendations are made regarding the responsibilities of predominantly white institutions in assuring access and graduation opportunities to black students in the following areas: admissions policies, recruitment, pre-college programs, orientation, counseling, cultural adjustment, white faculty/administrators, black faculty/administrators, contact with faculty, financial assistance, topics for further study, and data availability. (MK)

ED 186 423 SP 016 058

*Klassen, Frank H. And Others*

**Multicultural Teacher Education: Guidelines for Implementation. Volume IV.**

American Association of Colleges for Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-NIE-R-78-0015
Note-47p.; For related documents see SP 016 056-057, and SP 015 085.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Course Organization, Curriculum Design, *Multicultural Education, *Program Design, *Program Development, Program Evaluation, *Program Implementation, Resource Centers, Staff Development, *Teacher Education

A set of guidelines to be used in planning and evaluating multicultural teacher education programs is provided. These guidelines go beyond the minimum requirements of the National Council for Accreditation of Teacher Education (NCATE) standards for designing exemplary teacher education programs that reflect a commitment to multicultural education and the provision of educational equity. Governance of teacher education programs, curriculum design for preservice programs, faculty and student needs, resources and facilties, and the review and evaluation of multicultural teacher education programs are the concerns spoken to in this report. (Authors/LH)

ED 186 446 TM 800 125

*Myers, Charles T.*

**Test Length and Validity: An Application of Test Theory to a Finite World.**

Pub Date-Mar 78
Note-14p.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Achievement Tests, Item Analysis, Multiple Choice Tests, *Test Construction, Testing Problems, *Test Items, *Test Reliability, Test Theory, *Test Validity
Identifiers-*Test Length

The viewpoint is expressed that adding to test reliability by either selecting a more homogeneous set of items, restricting the range of item difficulty as closely as possible to the most efficient level, or increasing the number of items will not add to test validity and that there is considerable danger that efforts to increase reliability may reduce validity. It is also stated that short tests may have useful validity if the items are well made and carefully selected. More stress should be placed on item quality and less on quantity. It is recommended that occasional well-funded item validity studies be initiated. (BH)

ED 186 467 TM 800 171

*Johnson, Lary*

**The Measurement of Opinions in Education: A Source for Administrators and Teachers.**

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
Pub Date-Mar 78
Note-39p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Affective Measures, *Attitude Measures, *Educational Attitudes, Elementary Secondary Education, Guidelines, Information Utilization, *Opinions, Parent Attitudes, *Participant Satisfaction, Program Attitudes, Questionnaires, Rating Scales, Sampling, Student Attitudes, *Test Construction
Identifiers-Content Validity

The measurement of opinions helps to indicate students', teachers', and parents' satisfaction with school programs, as well as students' self concept and affective behavior. In choosing a sample, several issues should be considered: sampling error, sample size, selection procedure, and acceptable response rate. Follow-up survey procedures and questionnaire validity are also important concerns. Guidelines for item construction include: (1) word questions so as to elicit the same interpretation from every respondent; (2) use simple, familiar language; (3) avoid offensive questions; (4) avoid questions which suggest the socially desirable response; (5) include only one issue per item; and (6) do not confuse factual or cognitive items with opinion or affective items. Rating scale item formats are useful in measuring attitudes, opinions, and feelings; a variety of response alternatives may be appropriate. Pilot testing is recommended to insure the validity of the questionnaire. The decision of whether to use hand-tabulated or computer-processed analysis of data should be made before the questionnaires are completed. (GDC)

ED 186 510 UD 020 296

*Shamgar-Handelman, Lea Belkin, Ruth*

**Family Functioning and Children's Achievements in School.**

Hebrew Univ. of Jerusalem (Israel). School of Education.; National – Council of Jewish Women, New York, N.Y. Research Inst. for Innovation in Education.
Pub Date-Sep 79
Note-71p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Academic Achievement, Cultural Influences, *Disadvantaged, Educational Attainment, Family Characteristics, Family Influence, *Family Life, *Family School Relationship, Foreign Countries, *Immigrants, *Minority Group Children
Identifiers-Afro Asians, *Israel (Jerusalem)

The study described in this report was conducted to test the connection between patterns of organization and functioning of individual Afro Asian families in Israel and the achievement of their children in formal educational settings. The 177 working class families studied were mostly from Morocco, Iraq, and Iran and lived in neighborhoods considered to be disadvantaged. A family score was calculated for each family, consisting of a numerical expression of the overall academic achievement of all its children. The following components of family life were examined and compared to the family score in order to determine their relationship to children's school performance: (1) life style, including religious self definition and family rituals; (2) organization of space within apartments and privacy allotted to various family members; and (3) organization and use of manpower, including the household division of labor. General findings may be summarized as follows: (1) there is a connection between the organization and functioning of individual families and their children's academic achievements; (2) input of family members in activities directly related to schooling (homework, teacher contact, etc.) has less influence on children's achievement than do other activities less directly related to school; and (3) the more organized and efficient the family unit, the higher the children's achievement in school. (Author/GC)

ED 186 552 UD 020 551

*Frye, Thomas M. And Others*

**1979 Evaluation Report Title I.**

Community School District 23, Brooklyn, N.Y.

Pub Date-Jul 79

Note-51p.; Not available in paper copy due to light, broken print.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Compensatory Education, Compliance (Legal), *Early Childhood Education, Educationally Disadvantaged, Elementary Education, *English (Second Language), Federal Programs, Junior High Schools, *Parent Participation, Program Descriptions, Program Evaluation, *Remedial Mathematics, *Remedial Programs, *Remedial Reading

Identifiers-*Elementary Secondary Education Act Title I, New York (Brooklyn)

This document evaluates a five component title I program supported by Community School District 23, Brooklyn, New York. The five components were (1) Mathematics Program for third through eighth graders; (2) Reading Laboratories Program for third through eighth graders; (3) Early Childhood Program for Kindergarten through second graders; (4) English as a Second Language Learning Centers for bilingual first through eighth graders; and (5) Parent Involvement Program designed to service parents of Title I students. Each program was evaluated through interviews and classroom observations to determine if funding guidelines were met. All components were found to be functioning according to guidelines, and recommendations were made for program recycling. Data collection instruments are included. (MK)

ED 186 424 SP 016 076

*Henderson, Carl And Others*

**A Description and Evaluation of Current Practices of the Bartholomew Consolidated School Corporation Columbus Teacher Center.**

Columbus Teacher Center, Ind.
Pub Date-7 May 80
Note-23p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Educational Policy, *Evaluation Methods, Financial Support, Information Dissemination, Inservice Teacher Education, *Institutional Evaluation, Interaction, *Needs Assessment, Program Development, Program Evaluation, Teacher Administrator Relationship, *Teacher Centers
Identifiers-Bartholomew Consolidated School Corporation IN

This report contains the observations made by a trio of external evaluators who conducted an on-site evaluation of the Columbus Teacher Center. A wide range of educational evaluation areas were explored. The report represents a description of current practices, strengths, concerns, and recommendations as viewed by the evaluation team. Educational policy, management and staffing concerns, needs assessment procedures, program development procedures, the facility itself, fiscal procedures, means of research dissemination, and impact of the teacher center project to date are dealt with in the report. (Author/LH)

ED 186 447 TM 800 128

**Accreditation Policies and Procedures for the Colleges of Osteopathic Medicine.**

American Osteopathic Assoc., Chicago, Ill.
Pub Date-79
Note-122p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-*Accreditation (Institutions), Accrediting Agencies, College Administration, Curriculum Evaluation, Educational Facilities, Educational Objectives, *Graduate Medical Education, Higher Education, Institutional Characteristics, Institutional Evaluation, Medical Schools, *Osteopathy, *Self Evaluation (Groups), Standards, Student Development, Teacher Effectiveness

The history, process, and policies of accreditation for colleges of osteopathic medicine are outlined in full with particular emphasis on institutional self-assessment in order to promote significant and substantive educational change and to encourage each college to set its own goals and directions. The basic process is described as institutional self-study followed by an on-site evaluation by a committee of professional peers. The characteristics of an effective institutional self-study are presented and procedures are described. This study is designed to be used by the visiting team which reports to the Committee on Colleges of the American Osteopathic Association with a recommendation regarding accreditation. Procedures are also presented for the provisional accreditation of proposed new colleges of osteopathic medicine. Guidelines are presented for implementation of the actual standards for colleges of osteopathic medicine. (Author/CTM)

ED 186 488 TM 800 209

*Robertshaw, Dianne Wolfle, Lee M.*
**Discontinuities in Schooling and Educational Attainment.**
Virginia Polytechnic Inst. and State Univ., Blacksburg. Dept. of Education.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-Apr 80
Contract-300-78-0516
Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Academic Achievement, Academic Aspiration, *Academic Persistence, Dropouts, *Educational Attainment, Family Influence, Grade Repetition, Grades (Scholastic), High School Graduates, Longitudinal Studies, Models, Occupational Aspiration, Path Analysis, *Postsecondary Education, Reentry Students, Socioeconomic Background
Identifiers-*National Longitudinal Study High School Class 1972

Data from the National Longitudinal Study of the High School Class of 1972 (NLS) including the 1976 follow-up were used to examine the effects of interrupting or delaying school attendance on the eventual educational attainment of white male students. Background variables include socioeconomic and other family characteristics. Achievement test scores, grade point average, and age-grade retardation were also included in the study. The criterion for the study was projected educational attainment at four and a half years after high school graduation. Path analysis was used to study the relationships among the 18 variables. The best predictors of educational attainment were educational aspiration, ability as indicated by test scores, occupational aspiration, and high school grade point average in that order. In this sample of 3300 students, 76 percent obtained some post-high school education. Of this group, 16 percent delayed their entry into post high school education, 15 percent interrupted their post high school education, and 16 percent attended other than two or four year colleges. It was concluded that delaying or interrupting post-secondary education did not handicap eventual educational attainment, and neither did delayed high school graduation. (CTM)

ED 186 532 UD 020 495

*Winslow, Harold R., Jr. And Others*

**Trends in Management of ESEA Title I: A Perspective from Compliance Reviews.**

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spons Agency-Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Report NO.-SRI-RR-4537-28

Pub Date-Sep 79

Contract-300-76-0025

Note-132p.

Pub Type- Reports - Evaluative (142)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-*Compensatory Education, Elementary Secondary Education, *Eligibility, *Financial Policy, *Program Administration, Program Development, *School Districts, *State Departments of Education, State Federal Aid

Identifiers-*Elementary Secondary Education Act Title I

The findings of audits and Office of Education program reviews from Title I programs in 20 States were analyzed for the years 1965-1976. The purposes of this study were (1) to determine the extent to which problems in State and local management of Title I have changed since 1965, and (2) to highlight current management problems which need the attention of local officials. This report describes the background of Title I evaluations, the design of the study undertaken, and findings of the study in regard to: (1) student and attendance area eligibility and targeting (including private school populations); (2) program development; (3) funds restrictions to ensure the use of Title I monies for supplemental and categorical services; and (4) State educational agency management functions. Findings are summarized for each of the four areas. Persisting problems in management are identified in the following categories: student selection, private schools, parent involvement, comparability, no-supplanting and general aid, State education agency application review and approval, and State education agency monitoring and auditing. (GC)

ED 186 573 UD 020 627

*Allman, Joanna And Others*

**The Black Female Experience in America: A Learning/Teacher Guide.**

Tennessee Univ., Knoxville.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-79

Note-146p.; Document produced by the Model Sex-Fair Training Program in Educational Psychology and Guidance. For related documents see CG 014 448-449 and RC 012 042.

Available from-Educational Development Center, 39 Chapel Street, Newton, MA 02160 ($3.25).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-Black History, *Blacks, *Black Studies, Family Life, *Females, Feminism, Health Needs, Individual Development, *Learning Activities, Personality Development, Secondary Education, Sex Role, *Womens Studies

This book provides a guide for teaching and learning about the experiences of Black females in America, and particularly about psychosocial issues in Black female development. The guide is divided into topic units. Black Women in History'' contains lessons of Black women in slavery, in the twentieth century, and historical and contemporary role models. Learning activities on Black feminism and new roads to survival for Black women are presented in Black Women: Maintaining Personal Power.'' Relationships, Roles, and the Family Life of Black Women'' are addressed in sections on Black sex roles, matriarchy, the Black male, and the strengths of the Black family.

Being Black and Female: Toward Healthy Development'' focuses on physical and psychological health issues, counseling concerns, depression and suicide, hypertension and cancer, and research priorities for the study of Black women. Each section of the guide contains a lesson plan which includes an introduction, objectives, facilitator preparation, suggested learning activities, and a bibliography. Some sections are appended by readings, worksheets and additional learning activities. Suggested media resources are appended. (MK)

ED 186 425 SP 016 079

Maloy, Robert W., Ed. And Others

**Teacher Centering. A Resource Book for Planning, Developing and Implementing a Teachers' Center.**

Massachusetts State Dept. of Education, Boston.
Pub Date-80
Note-182p.; Parts may not reproduce clearly.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Community Involvement, Decision Making, Educational Needs, Educational Objectives, Financial Support, *Inservice Teacher Education, *Needs Assessment, *Program Development, Program Implementation, Publicity, Resource Centers, Secondary Education, *Staff Development, Teacher Administrator Relationship, *Teacher Centers

An examination is made of two separate programs in neighboring communities in western Massachusetts which have approached the development of a teacher center in essentially different ways. One of the programs has, since its inception, responded to the need for teacher-generated and controlled programs by providing inservice activities, staff development, community education, and material resources for the regional high school district it serves. The second program originated as a comprehensive study of secondary education, based on the notion that the people most involved in a given community's school system are also the people best suited for establishing the goals, identifying the needs, and planning the ongoing direction of the school. The evolution of this concept into the development of a teacher center program is studied in this report. Information is presented concerning the two programs' procedures for dealing with needs assessment, inservice programming, organization and publicity needs of a teacher center, administration, program development and funding, and dissemination of research information gathered through program activities. (Authors/LH)

ED 186 468 TM 800 172

*Baldauf, Richard B., Jr. Propst, Ivan K., Jr.*
**Measuring ESL Reading Achievement with Matching Cloze.**
Pub Date-Oct 79
Note-25p.; Paper presented at the Micronesian Educators Conference (Saipan, Pacific Islands, October, 1979).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Cloze Procedure, Elementary Secondary Education, *English (Second Language), Foreign Countries, Literature Reviews, Multiple Choice Tests, *Objective Tests, Reading Comprehension, Reading Processes, *Reading Tests, Test Construction, Test Reliability, Test Selection, Test Validity
Identifiers-*Matching Cloze, Micronesia, Micronesian Achievement Test Series

The matching cloze format used in constructing the reading comprehension parts of the Micronesian Achievement Test Series (MATS) is described as a holistic approach which measures skills comparable to those needed by English as a second language students in actual reading situations. Kenneth Goodman's theory about the strategies used by good readers is described as it relates to the construction of matching cloze tests. Matching cloze requires the examinee to re-read and comprehend more of the passage than do multiple-choice cloze tests. Nine studies of the matching cloze procedure, conducted since its introducation in 1975, are summarized. They indicate that matching cloze is a reliable and valid method of testing reading achievement. The MATS reliability is noted to be quite high, from .82 to .96. The matching cloze procedure is also briefly compared with the standard cloze, multiple choice cloze, and traditional multiple choice tests; each method has advantages and disadvantages for different situations and with different samples of students. Tables are presented to summarize the nine published studies; reliability and validity estimates; and characteristics of different test formats. Instructions for test construction, administration, and scoring, as well as sample items, are appended. (GDC)

ED 186 511 UD 020 304

*Adams, Diane*
**Parent Involvement: Parent Development.**
Center for the Study of Parent Involvement, Berkeley, Calif.
Pub Date-Jan 76
Note-18p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Advisory Committees, Community Involvement, Disadvantaged, *Low Income Groups, Parent Attitudes, *Parent Participation, Parents, *Parent School Relationship, *Policy Formation, Preschool Education,

*Self Concept
Identifiers-*Project Head Start, *Wisconsin (Dane County)

The results of a study that probed the differential effects of low income parent involvement in the Dane County, Wisconsin, Head Start program are summarized in this paper. Different levels of parental involvement in the educational process of their preschool children were selected for study: enrolling the child in Head Start, receiving home visits, volunteering in the classroom, serving on the policy making committee, being paid employees, taking adult education courses in the community, and serving on community boards/committes. The study's main hypothesis was that involvement at the policy making level of Head Start has an important effect upon the lives of low income adults. Interviews were used to elicit 25 parents' feelings about the process of being involved in Head Start. Information was collected about age, marital status, number of children enrolled in Head Start, and economic and employment status. Respondents were also asked about self perceived changes in their behavior and self concept. Personal changes were reported by nearly every respondent at several involvement levels. The most effective change agents were employment in Head Start and serving on the parent advisory committees. This study shows that the involvement of low income/disadvantaged parents in Head Start programs can result in increased self confidence, control over their own lives, and community participation. (Author/GC)

ED 186 553 UD 020 552

*Hicks, John S.*

**An Evaluation of Three Federally Funded Programs: 1: 5075-98720 Impact Aid-Diagnostic-Prescriptive Math Program, 2: 5075-91622 P.S. 152 & P.S. 269 Reading Module, 3: 5075-91623 Optional Assignment Reading Module. 1978-1979 School Year, Final Report.**

Community School District 22, Brooklyn, N.Y.
Pub Date-Aug 79
Note-21p.; Not available in paper copy due to light print.
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Academic Achievement, Diagnostic Teaching, Elementary Education, *Federal Programs, Individualized Instruction, Junior High Schools, Program Descriptions, Program Effectiveness, Program Evaluation, *Reading Programs, *Remedial Mathematics, *Remedial Reading, *Resource Room Programs, *Underachievement
Identifiers-*Impact Aid, New York (Brooklyn)

The Federally funded programs discussed in this report were designed to help students with significant problems in either reading or mathematics achievement in the regular classrooms of District 22 in Brooklyn, New York. Both the math and reading programs operated on a pullout'' basis, utilizng a diagnostic teaching approach. The two programs differed primarily in terms of scope and evaluation design. The remedial reading project covered a total of twelve elementary, intermediate and junior high schools and served 1,253 children, while the diagnostic math program served only 432 children in seven schools. In the area of evaluation design, the reading program, which lasted one year, focused on pre and post mean group test scores, while the five month long math program focused on specific objectives for each child. The statistical evidence of success is positive for both projects. This success can be attributed to the combined pull out,'' in-class, and resource teacher/consultant approach, to the monthly staff training sessions, and to the skills of teaching and administrative personnel. Both programs should be extended, though slight modifications of goals and objectives and student monitoring procedures, as well as a strengthening of the mathematics program, would make them even more effective. (Author/GC)

*Lipham, James M., Ed. Daresh, John C., Ed.*

**Administrative and Staff Relationships in Education: Research and Practice in IGE Schools. Wisconsin Research and Development Center for Individualized Schooling Monograph Series.**

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 79
Grant-OB-NIE-G-78-0217
Note-149p.
Available from-Wisconsin Research and Development Center Document Service, University of Wisconsin, School of Education, 1025 West Johnson Street, Madison, WI 53706 ($6.50)
Pub Type- Collected Works - General (020) - Reports - Research (143) - Information Analyses (070)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Abstracts, Change Strategies, Decision Making, *Educational Change, Elementary Education, Elementary Schools, *Individualized Instruction, Interprofessional Relationship, *Leadership Qualities, *Multiunit Schools, Research Projects, *School Organization, *Staff Role, Teacher Administrator Relationship
Identifiers-*Individually Guided Education

The concepts associated with individually guided education (IGE) are described in general. Subsequent chapters discuss IGE from a variety of perspectives, with emphasis on implementing and adopting educational change; organization theory and school structure; leadership; and decision making. Each chapter explains the underlying theoretical model, and discusses the findings of IGE research projects, emphasizing administrative and staff relationships. The concluding chapter, IGE and the Renewal of Education,'' surveys the current educational scene and examines the impact of these studies for improving administrative, teaching, and learning processes in future IGE schools. The appendix contains detailed abstracts of twenty research studies on IGE school administration organization which have been published by the Wisconsin Research and Development Center for Individualized Schooling. These abstracts present the study's purpose, hypotheses, methods of data collection, conclusions, and implications. (GDC)

ED 186 489 TM 800 210

*Mirkin, Phyllis K. Deno, Stanley L.*

**The Effects of Selected Variations in the Components of Formative Evaluation to Improved Academic Performance.**

Pub Date-Apr 80
Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Basal Reading, Elementary Education, *Evaluation Methods, *Formative Evaluation, *Information Utilization, Learning Disabilities, Mainstreaming, Mild Mental Retardation, *Oral Reading, Pretests Posttests, Reading Achievement, Reading Comprehension, *Reading Improvement, Reading Rate, Resource Room Programs, Semantics
Identifiers-*Frequency of Measurement

The effects of two components of formative evaluation, frequency of measurement and use of data, were compared. Fifty-two learning disabled and educable mentally retarded students in grades 2-6, enrolled in regular class programs and receiving reading instruction in a special education resource room, were randomly assigned to either (1) a pre-posttest non-data-based change group; (2) a daily measurement non-data-based change group; (3) a daily measurement data-based change group; or (4) an untreated control group. Four types of data were used: oral reading rate correct, oral reading rate incorrect, word meaning, and comprehension. The first three measures were derived from the Power Builder Kits (Science Research Associates); the last was taken from the Stanford Diagnostic Reading Test. Group 3 had the highest oral reading correct rate, after the four week program. There were no significant group differences in word meaning or comprehension. Superior achievement occurred when teachers measured oral reading daily relative to daily goals and altered both goals and consequences, based upon student performance. The effectiveness of traditional pretests and posttests for formative evaluation was questioned. (Author/CP)

ED 186 533 UD 020 499

*Quinones, Julio*

**Machismo and Virginidad: Sex Roles in Latin America. Discussion Paper 79-10.**

California State Univ., Chico. School of Behavioral and Social Sciences.

Pub Date-79

Note-81p.

Pub Type- Information Analyses (070) - Opinion Papers (120)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Adults, *Cultural Differences, Employed Women, *Family Relationship, *Family Structure, Females, *Latin American Culture, *Latin Americans, Males, Marriage, North Americans, *Sex Role, Sex Stereotypes, Sexuality, Social Science Research

Identifiers-*Latin America

The purpose of this paper is to present a view of Latin American males and females that describes the situation in Latin America more accurately than the current stereotypical view accepted in the United States. The author discusses the roots of the North American misconception, citing differences between Latin American and North American cultures and between research done by male and female social scientists. Basic themes in Latin American culture are delineated as a background to sex roles. Latin American sex roles are discussed in terms of cultural and linguistic considerations; sexuality, courtship, and marriage; family structures; and women in the world of work. The author concludes that sex roles as defined in Latin America provide for well marked patterns of interactions and the division of labor and that the roles are balanced and complementary. He points out that women are seen as better prepared to discharge the tasks of balancing the spirit and body and raising future generations, while men are charged with the responsibility of providing economic support for the family. The author asserts that for both sexes, the meaning of life is separate from work and specific duties and that life is made meaningful through personal interactions. (MK)

ED 186 574 UD 020 629

*Burkheimer, Graham J. Jr. And Others*

**Evaluation Study of the Upward Bound Program: A Second Follow-Up. Final Report.**

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.

Report NO.-RTI/1605/08-05F

Pub Date-Nov 79

Contract-300-78-0037

Note-575p.; Not available in paper copy due to small print in tables.

Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)

**EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.**

Descriptors-*College Bound Students, *College Preparation, *Developmental Studies Programs, *High Risk Students, High Schools, Longitudinal Studies, Low Income Groups, *Program Effectiveness, Program Evaluation, *Remedial Programs, Skill Development, Surveys

Identifiers-*Upward Bound

This report presents findings from the third of a series of studies of the Upward Bound (UB) program. The study was conducted between April, 1978, and September, 1979, to investigate long-term educational outcomes of UB program participation. The Upward Bound program was designed for low income high school students with potential for successfully completing a postsecondary program but who do not meet the conventional criteria for admission to such programs. Data were collected through a mail survey questionnaire, telephone interviews, and student transcripts. The UB program was found to have an impact on educational aspirations, postsecondary education (PSE) progress, and persistence. Impact appears to be related to participation patterns of former participants: those with typical participation patterns generally exhibited more positive outcomes than those with atypical patterns. A comparison of the patterns of educational progress for typical UB participants and nonparticipants indicates that the greater overall progress of participants is attributable to their greater rates of entry to PSE and to their propensity to attend four year institutions. The progress rates of UB participants and nonparticipants in two year institutions were not significantly different with the exception of graduation rates. It can be concluded that the UB program is effectively meeting its mandated objective to provide participants with the skills and motivation necessary for entry and success in education beyond high school. Summaries of previous evaluative studies and data collection and analysis techniques are appended. (Author/MK)

ED 186 426 SP 016 087

*Price, Gary G. And Others*

**Organizational Features of IGE Schools as Correlates of Teacher Job Satisfaction.**

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report NO.-WRDCIS-TR-512

Pub Date-Nov 79

Grant-OB-NIE-G-80-0117

Note-32p.

Pub Type- Reports - Research (143) - Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Attribution Theory, *Correlation, Course Organization, Individualized Instruction, *Individualized Programs, *Job Satisfaction, *Organizational Climate, *Organizational Effectiveness, Program Implementation, *Teacher Attitudes, Teacher Morale

Identifiers-Individually Guided Education

This document discusses the relationships between organizational features of Individually Guided Education (IGE) as measured in the large sample survey of the IGE evaluation, and teacher job satisfaction. The theoretical model linking organizational features and teacher job satisfaction is tested using causal model analysis. Two findings were drawn from this analysis. First, teachers seem to gain satisfaction from a sense of participation in a larger movement, from having colleagues in other schools, and from sharing information with a broad audience. Second, teachers seem to gain satisfaction from a conviction that their educational program is an effective one. (Author)

ED 186 469 TM 800 174

*Engelhardt, David F.*

**Motivation and Test-Wiseness. Director's Handbook. Topics in Testing, Measurement, and Evaluation, Volume V, Fall 1979.**

New Jersey State Dept. of Education, Trenton. Div. of Operations, Research, and Evaluation.
Pub Date-79
Note-13p.
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Educational Testing, Elementary Secondary Education, *Guessing (Tests), Guidelines, Student Attitudes, *Student Motivation, Teacher Attitudes, Testing Problems, *Test Wiseness
Identifiers-New Jersey

Because motivational factors and test wiseness can contaminate testing used for needs assessments or evaluation purposes, techniques for increasing student and teacher motivation are discussed. Guidelines concerning guessing are also presented. While guessing is encouraged on program evaluation or screening tests, it is not advocated for diagnostic tests; thus, different scoring formulas may be appropriate for different applications of testing. Instruction designed to increase student motivation and test wiseness is described, and is said to be potentially fruitful when several situations are considered: the student's will to win, feelings of individual powerlessness, withdrawal due to previous failure, purposeless testing, and teachers' negative attitudes. Suggestions to combat these problems include feedback to students and parents. Advice is provided concerning several issues in a test wiseness program: when students should guess; strategies for norm-referenced, criterion-referenced, screening, and diagnostic tests; and scoring formulas. It is concluded that students must be taught to pace their testing time, that item construction cues can be taught, and that practice is useful. (GDC)

ED 186 512 UD 020 368

*Obebe, Bolarinde J.*

**Federal Republic of Nigeria National Policy on Education: An Educational Task for a Developing Nation.**

Pub Date- 77
Note-17p.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Citizenship Education, *Educational Philosophy, *Educational Policy, Elementary Secondary Education, Foreign Countries, Higher Education, Labor Needs, *Relevance (Education)
Identifiers-*Nigeria

Nigeria inherited a British system of education with a British philosophy of education. This educational system no longer meets the needs of an independent Nigeria. Since independence eighteen years ago, the demand for a well defined national policy on education has generated much debate. This debate has led to many Federal and State commissions, all of which have made recommendations that would help to eliminate the strong bias toward the traditional literary and academic subjects. In January, 1977, the Nigerian government issued a policy statement on education which contained the government's views on the philosophy of Nigerian education from preschool through the university levels. The specific national aims and objectives to which the philosophy is linked are: (1) the inculcation of national consciousness and national unity; (2) the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society; (3) the training of the mind in the understanding of the world; and (4) the acquisition of appropriate skills, abilities and competencies, both mental and physical, as equipment for the individual to live in and contribute to the development of his society. (Author/RLV)

ED 186 554 UD 020 553

*Bonn, Robert L.*
**District E.S.E.A. Title I Programs and Impact Aid (PL 81-874) Programs. Final Evaluation Report, 1978-1979.**
Community School District 21, Brooklyn, N.Y.
Pub Date-Jul 79
Note-32p.
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Academic Achievement, *Compensatory Education, *Diagnostic Teaching, Educationally Disadvantaged, Elementary Education, Individualized Instruction, Junior High Schools, Paraprofessional School Personnel, Program Descriptions, *Program Effectiveness, Program Evaluation, *Reading Programs, Teacher Role
Identifiers-*Elementary Secondary Education Act Title I, *Impact Aid, New York (Brooklyn)

The District 21, 1978-79 Title I Reading Program had three basic components: (1) Augmented Reading Services, (2) Optional Assignment, and (3) Non Public Schools. The Augmented Reading Services component operated in six elementary schools, reaching a total of more than 1,300 students defined as below minimum competency and unserved by other programs. This component utilized a diagnostic/prescriptive approach and individual or small group instruction. Its effectiveness is reflected in the high ratios of actual to expected mean gains for program participants at each grade level. The Optional Assignment component served more than 300 educationally disadvantaged students in twelve non-Title I elementary schools. Like the first component, Optional Assignment showed greater than expected mean achievement gains at every grade level. A supplementary program, Impact Aid, made it possible for Augmented Reading Services and Optional Assignment to effectively serve an additional 245 students. The final component of the program was one in which paraprofessionals worked together with teachers assigned to three non-public schools located in District 21. Their efforts were helpful in providing individualization of instruction. Overall, the strength of the Title I reading program may be attributed to the small group instruction. Its effectiveness is reflected in the dedication of teachers and paraprofessionals and effective utilization of individualized, diagnostic/prescriptive instruction. (Author/GC)

ED 186 449 TM 800 134

*Snider, Robert C.*

**Back to the Basics?**

National Education Association, Washington, D.C.
Pub Date-Aug 78
Note-40p.
Available from-Publications, National Education Association, 1201 16th Street, N.W., Washington, DC 20036 ($2.50).

Pub Type- Opinion Papers (120)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Accountability, Affective Objectives, *Basic Skills, Cognitive Objectives, *Curriculum Problems, Educational History, *Educational Objectives, Educational Policy, Elementary Secondary Education, Functional Literacy, Opinions, *Public Opinion
Identifiers-*Back to Basics

Issues related to basic skills education are discussed, beginning with a review of recent trends in American education. The 1960's are characterized as a decade of innovation, while the 1970's are described in terms of interest in accountability and cost effectiveness. Several reasons for current concerns about basic skills are suggested: parents' expectations; industry's interest in the school's role in job training; a general emphasis on measurable quantities; and public reluctance to pay higher taxes. Classroom teachers are said to face a growing array of obstacles which seriously thwart their professional mission; many new policies contribute to the erosion of the individual teacher's autonomy. A variety of quoted sources indicates that there is little agreement on which skills are considered basic; definitions range from the three R's reading, writing, and arithmetic to ethics, coping skills, and self concept. Several news items illustrate the fact that literacy data may be misleading. (GDC)

ED 186 490 TM 800 211

*Lorentz, Jeffrey L. Coker, Homer*

**Empirically Derived Dimensions of Classroom Behavior As Predictors of Student Achievement.**

Pub Date-Apr 80

Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

For related documents, see ED 177 192 and ED 143 629.

Pub Type- Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Achievement Gains, *Classroom Observation Techniques, Classroom Techniques, Elementary School Mathematics, Intermediate Grades, Language Arts, *Predictive Validity, Socioeconomic Status, Student Teacher Relationship, Teacher Behavior, *Teacher Effectiveness, *Teaching Methods

Identifiers-Georgia Assessment of Teacher Effectiveness, Iowa Tests of Basic Skills

Thirteen of the 41 classroom observation dimensions derived from Medley's review of teacher effectiveness reports were scored on the Georgia Assessment of Teacher Effectiveness. Subjects were 53 fifth and sixth grade teachers in language arts and mathematics. The dimensions were: large group instruction; group size without adult supervision; student seatwork, teacher structuring, student choice; structured academic time; student verbal interaction; correct substantive responses to teacher questions; low cognitive level questions; teacher discusses student response; teacher hostility and rebuking behavior; disruptive student behavior; student time on task; non-substantive teacher-student interaction; and structured student behavior. The contribution of each dimension to spring-term student achievement on the Iowa Tests of Basic Skills (ITBS) was calculated, after eliminating variance attributed to the fall-term pretest, grade level, and socioeconomic status. All dimensions were significantly related to at least one of five ITBS subtests: vocabulary, reading, spelling, mathematics concepts, or mathematics problems. (CP)

*Lake, Robert W.*

**Black Access to Suburban Homeownership: Recommendations for Policy.**

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Metropolitan Problems.
Pub Date-Apr 80
Grant-MH31324
Note-31p.; Paper presented at the Annual Meeting of the Association of American Geographers (Louisville, KY, April 1980). Tables may be marginally legible due to small print.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Blacks, *Federal Legislation, Government Role, *Homeowners, Housing Discrimination, *Housing Opportunities, Racial Discrimination, *Suburban Housing
Identifiers-*Civil Rights Act 1968 Title VIII

The persistence of racial imbalance in metropolitan population distribution is evidence of the tenacity of housing market discrimination as a determinant of the residential location of whites and blacks. That such segregated patterns persist more than a decade after Title VIII of the Civil Rights Act of 1968 suggests the need for renewed policy initiatives. This paper summarizes principal findings from a Rutgers University Center for Urban Policy Research homebuyers survey and suggests new policy directions in the area of fair housing legislation. The scope, assumptions, and remedial approach implicit in Title VIII are discussed, and it is shown that further legislation is required for a comprehensive attack on housing discrimination. Statistical evidence from the  Recent Buyers Survey'' is examined in order to develop a framework for understanding the systemic nature of discrimination confronting blacks in a white dominated housing market. Examples of this include (1) the barriers preventing black homebuyers from gaining equal access to information about housing vacancies, and (2) the fact that blacks selling a suburban home confront unequal access to information dissemination channels required to successfully reach an adequate pool of buyers. Finally, it is recommended that the Federal government develop legislation regarding the dissemination of housing vacancy information in order to assure blacks' equal participation in the suburban housing market. (Author/GC)

*Miller, Stephen K. Crano, William D.*

**Raising Low-Income/Minority Achievement by Reducing Student Sense of Academic Futility: The Underlying Theoretical Commonalities of Suggested Strategies.**

Pub Date-Apr 80
Note-41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Academic Achievement, Attribution Theory, Change Strategies, *Classroom Environment, Elementary Secondary Education, Institutional Characteristics, *Locus of Control, *Low Income Groups, *Minority Group Children, *Motivation Techniques, Racial Bias, Reinforcement, Student Motivation, Student School Relationship

The author argues that despite the conventional wisdom that schools cannot overcome the effects of socioeconomic status and race on academic achievement, there is a growing body of literature indicating that school climate and students' sense of control of their environment are strongly correlated with achievement. Five school-specific strategies have been suggested for changing the school climate by concentrating on the students' sense of futility: (1) use of academic team games; (2) effective reinforcement techniques; (3) improved test taking skills; (4) confronting low academic performance by convincing the student to take personal responsibility for achievement outcomes; and (5) confronting racism by focusing on individual responsibility for success. The author uses attribution theory as a framework to identify the underlying commonalities of these five strategies and integrate them into a theoretical framework. He suggests that motivation is a highly alterable, situation-specific learning variable, and that an understanding of the problem of achievement and motivation requires analysis at both the level of social system and at the individual level. (Author/MK)

ED 186 427 SP 016 088

*Peterson, Penelope L. And Others*

**Aptitude-Treatment Interaction Effects of Three Teaching Approaches: Lecture-Recitation, Inquiry, and Public Issues Discussion.**

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-WRDCIS-TR-517
Pub Date-Nov 79
Grant-OB-NIE-G-78-0217
Note-50p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Academic Achievement, *Discussion (Teaching Technique), *Lecture Method, *Performance Factors, Program Evaluation, *Questioning Techniques, *Teacher Effectiveness, *Teaching Methods

This document contains two studies. The first investigates naturally-occurring aptitude-treatment interactions (ATI) with three teaching approaches lecture-recitation, inquiry, and public issues discussion. The second study attempts to replicate these ATI in a short-term project. Teachers taught social studies to ninth-grade students according to one of the three teaching methods. Students completed aptitude measures at the beginning of each study and achievement measures at the end of each study. Results indicate that when an experimenter-constructed test was the outcome, the lecture-recitation approach was superior. However, relative effectiveness of the approaches also depends on students' ability and level of conformance. When the measure of the student performance was based on objectives of the approach, the results indicated an ATI for ability x anxiety that was partially replicated across the studies. (Author)

*Obebe, Bolarinde J.*
**New Approaches to Curriculum Development in Nigerian Schools.**
Pub Date- 77
Note-22p.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Citizenship Education, *Curriculum Development, Developing Nations, Educational Testing, Elementary Secondary Education, Foreign Countries, History, *Relevance (Education), *Social Studies
Identifiers-*Nigeria

The present Universal Primary Education Scheme which was launched in Nigeria in 1976 calls for innovation in curriculum development, classroom teaching techniques, and adequate supervision of instructional programs in the schools. The type of education imported to Nigeria under British control reflected the needs of the colonial government. Quality and relevance are the two features that curriculum development in Nigeria now needs. One impediment to curriculum reform is the system of external examinations around which the curriculum tends to be based. The school should play a leading role in teaching the importance of national unity, and each subject in the curriculum must have a way of inculcating national consciousness in the children. The ultimate goal should be to develop well informed and knowledgeable citizens. (Author/RLV)

ED 186 555 UD 020 554

*Halliwell, Joseph*

**Community School District 20K. Reading Program for Optional Assignment. Title I - 5071-91627. Final Evaluation Report, 1978-79.**

Community School District 20, Brooklyn, N.Y.
Pub Date- 79
Note-14p.
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Academic Achievement, Compensatory Education, *Diagnostic Teaching, Elementary Education, *Federal Programs, Individualized Instruction, Junior High Schools, Program Descriptions, *Program Effectiveness, Program Evaluation, *Reading Programs, *Remedial Reading
Identifiers-*Elementary Secondary Education Act Title I, New York (Brooklyn)

Based on observations of all Title I reading teachers participating in the Program for Optional Assignment in District 20K, Brooklyn, New York, this report summarizes the program's policies, practices, and student achievement results. The program proposal called for assigning special reading teachers to work with second through ninth grade students, with 204 students in four schools ultimately served. The basic purpose of the program was to raise the reading achievement level of these Optional Assignment students by means of individualized and small group instruction. Requirements for student admission included economic disadvantage, residence in a Title I area, and a need for reading remediation. The principal feature of the program was a diagnostic/prescriptive approach to reading instruction based on individual needs. Teachers were well prepared and kept careful records

ED 186 450 TM 800 136

**Characteristics of Excellence in Higher Education and Standards for Middle States Accreditation.**

Commission on Higher Education, Philadelphia, Pa. Middle States Association of Colleges and Schools.
Pub Date-78
Note-20p.; For related document, see TM 800 163.
Available from-Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104 (single copy free)
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Academic Libraries, Academic Standards, *Accreditation (Institutions), Ancillary School Services, College Administration, College Admission, College Curriculum, College Environment, College Faculty, Educational Objectives, Educational Resources, Governing Boards, *Higher Education, Organizational Objectives, School Catalogs, *Standards
Identifiers-*Middle States Association

The Commission on Higher Education considers the principles and practices which identify excellence in institutions of higher education. Areas of concern include admissions and student services, faculty, organization and administration, board of trustees, educational resources, library learning center, facilities and equipment, financing

*Passer, Michael W.*

**Multidimensional Scaling of the Causes for Success and Failure.**

Pub Date- Sep 78
Note-17p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Ontario, Canada, August 28-September 1, 1978).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Achievement Need, Attribution Theory, *Failure, Higher Education, *Locus of Control, Multidimensional Scaling, Rating Scales, *Self Determination, Semantic Differential, Student Responsibility, *Success

An experiment was performed to obtain judgments of 324 college students about a list of 18 causal explanations for good or poor performance on an examination. These stimulus causes were judged with respect to a description of two hypothetical situations in which a student either did well or did poorly on the examination. Half the sample judged the similarity or difference of the 153 possible pairings of these 18 causes for success or failure. The other half of the sample was asked to rate the stimulus causes on 14 bipolar scales. Multidimensional scaling analysis of the similarities data in the success and failure conditions indicated that the subjects in each condition distinguished the causes on two dimensions: internal versus external and intentional versus unintentional. Analysis of the bipolar scale ratings provided statistical support for the interpretation of these dimensions. The results are discussed in relation to the a priori causal distinctions made in current attribution models of success-failure. (Author/CTM)

ED 186 491 TM 800 243

*Hepburn, Mary A. Napier, John D.*

**Validation of an Instrument to Measure Political Attitudes.**

Pub Date-Apr 80

Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Attitude Measures, Citizen Participation, Citizenship, Elementary Secondary Education, Institutions, *Political Attitudes, Student School Relationship, *Test Construction, *Test Reliability, *Test Validity

Identifiers-*Opinionnaire Political Institutions Participation

The Opinionnaire on Political Institutions and Participation (OPIP) was designed to measure six dimensions of the overall construct of political attitude. Three studies were undertaken to determine the validity and reliability of the instrument, and the OPIP was found to be a valid and reliable instrument for research and evaluations using

ED 186 535 UD 020 506

*Lewis, Michael D. Lewis, Judith A.*

**Community Organization and Mental Health; The Woodlawn Experience.**

Governors State Univ., Park Forest South, Ill.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Manpower and Training Programs.

Pub Date-78

Grant-5T41MH14562-02

Note-132p.; Photographs may be marginally legible.

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-Community Action, *Community Programs, *Community Responsibility, Curriculum, Inner City, *Mental Health Programs, *Paraprofessional Personnel, Program Descriptions, *Self Help Programs, *Social Services

ED 186 514 UD 020 398

*Holmes, Ernest A.*

**Toward a Competency-Based License for Multicultural Education.**

Pub Date-Apr 76

Note-25p.; Not available in paper copy due to light print; Paper presented to the Conference on Multicultural Education sponsored by the Social and Behavior Sciences, Inc. (Washington, DC, April 25-27, 1976).

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Certification, *Competency Based Teacher Education,

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**Abstract Reasoning**
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